National Library
of Canada

Acquisitions and
Bibliographic Services Branch

395 Wellington Street
Ottawa, Ontario
K1A 0N4

Bibliothèque nationale
du Canada

Direction des acquisitions et
des services bibliographiques

395, rue Wellington
Ottawa (Ontario)
K1A 0N4

Your file Votre référence

Our file Notre référence

NOTICE

The quality of this microform is heavily dependent upon the quality of the original thesis submitted for microfilming. Every effort has been made to ensure the highest quality of reproduction possible.

If pages are missing, contact the university which granted the degree.

Some pages may have indistinct print especially if the original pages were typed with a poor typewriter ribbon or if the university sent us an inferior photocopy.

Reproduction in full or in part of this microform is governed by the Canadian Copyright Act, R.S.C. 1970, c. C-30, and subsequent amendments.

AVIS

La qualité de cette microforme dépend grandement de la qualité de la thèse soumise au microfilmage. Nous avons tout fait pour assurer une qualité supérieure de reproduction.

S'il manque des pages, veuillez communiquer avec l'université qui a conféré le grade.

La qualité d'impression de certaines pages peut laisser à désirer, surtout si les pages originales ont été dactylographiées à l'aide d'un ruban usé ou si l'université nous a fait parvenir une photocopie de qualité inférieure.

La reproduction, même partielle, de cette microforme est soumise à la Loi canadienne sur le droit d'auteur, SRC 1970, c. C-30, et ses amendements subséquents.

Canadä

UNIVERSITY OF ALBERTA

ROLE RELATIONSHIPS OF STUDENT TEACHERS AND COOPERATING TEACHERS IN THE PRACTICUM IN PAPUA NEW GUINEA

BY

JOHN BAPTIST KIRUHIA ©

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH IN
PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF
DOCTOR OF PHILOSOPHY.

DEPARTMENT OF ELEMENTARY EDUCATION

EDMONTON, ALBERTA
SPRING, 1994

National Library
of Canada

Acquisitions and
Bibliographic Services Branch

395 Wellington Street
Ottawa, Ontario
K1A 0N4

Bibliothèque nationale
du Canada

Direction des acquisitions et
des services bibliographiques

395, rue Wellington
Ottawa (Ontario)
K1A 0N4

Your file Votre référence

Our file Notre référence

The author has granted an irrevocable non-exclusive licence allowing the National Library of Canada to reproduce, loan, distribute or sell copies of his/her thesis by any means and in any form or format, making this thesis available to interested persons.

L'auteur a accordé une licence irrévocable et non exclusive permettant à la Bibliothèque nationale du Canada de reproduire, prêter, distribuer ou vendre des copies de sa thèse de quelque manière et sous quelque forme que ce soit pour mettre des exemplaires de cette thèse à la disposition des personnes intéressées.

The author retains ownership of the copyright in his/her thesis. Neither the thesis nor substantial extracts from it may be printed or otherwise reproduced without his/her permission.

L'auteur conserve la propriété du droit d'auteur qui protège sa thèse. Ni la thèse ni des extraits substantiels de celle-ci ne doivent être imprimés ou autrement reproduits sans son autorisation.

ISBN 0-612-11256-X

Canada

UNIVERSITY OF ALBERTA

RELEASE FORM

NAME OF AUTHOR: John Baptist Kiruhia

TITLE OF THESIS: Role Relationships of Student Teachers and Cooperating Teachers in the Practicum in Papua New Guinea

DEGREE: Doctor of Philosophy

YEAR THIS DEGREE GRANTED: 1994

Permission is hereby granted to the University of Alberta Library to reproduce single copies of this thesis and to lend or sell such copies for private, scholarly or scientific research purposes only.

The author reserves all other publication and other rights in association with the copyright in the thesis, and except as hereinbefore provided neither the thesis nor any substantial portion thereof may be printed or otherwise reproduced in any material form whatever without the author's prior written permission.

The University of Papua New Guinea
Faculty of Education
P.O. Box 320
University Post Office
Papua New Guinea

December 23, 1993

UNIVERSITY OF ALBERTA

FACULTY OF GRADUATE STUDIES AND RESEARCH

The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research for acceptance, a thesis entitled ROLE RELATIONSHIPS OF STUDENT TEACHERS AND COOPERATING TEACHERS IN THE PRACTICUM IN PAPUA NEW GUINEA submitted by JOHN BAPTIST KIRUHIA in partial fulfillment of the requirements for the degree of DOCTOR OF PHILOSOPHY.

R.K. Jackson

M. Horowitz

Jean Clandinin

D.J. Clandinin

W.D. Samiroden

Pat Rafferty

P. Rafferty

DJC

M.G. Wodlinger

December 16 , 1993

DEDICATION

To my parents Michael and Brigita Kiruhia and parent in-laws Johnson and September Tavul who have always believed in me and who have given so generously of their love and support over the years.

ABSTRACT

The purpose of the study was to increase understanding of the relationship between student teacher and cooperating teacher roles in the practicum and to enable student teachers and cooperating teachers to become more aware of their mutual roles within the practicum setting.

This research was carried out in Papua New Guinea in the spring of 1992. Three student teachers of the University of Papua New Guinea and four cooperating teachers to which they were assigned in one school setting, became the key participants of this study during the 1992 practicum session.

The data were obtained through a combination of field techniques which included observation and field notes, weekly journals, interviews, and informal group discussions.

The study which was qualitative in nature was guided by five exploratory questions:

How do student teachers perceive the roles and responsibilities of their cooperating teachers?

How do student teachers perceive their own roles?

How do cooperating teachers perceive the roles and responsibilities of their student teachers?

How do cooperating teachers perceive their own roles? and

What is the relationship of the roles as perceived by the student teacher and the cooperating teacher?

I have endeavoured to present a picture of the role relationship as experienced by student teachers and cooperating teachers in the practicum setting. The participants' views, perceptions and concerns are presented. Four broad areas emerged: the practicum as experienced in the student teacher role, the practicum as experienced in the cooperating teacher role, the perceptions of roles and cooperating teacher-student teacher relationships.

Eight themes emerged from these four broad areas: anticipating the practicum: moments of excitement and uncertainty; role definition: living with conformity; caught between two worlds: living with ambiguity; evaluation: having to perform before a pair of watchful eyes; living under constant pressure (stress); working with uncertainty; the counselor and evaluator: role conflict; and more headaches: consequences of having student teachers. My understandings of the findings with respect to the importance of the role relationship of student teachers and cooperating teachers are discussed. As well, its implications for teacher education and further research for Papua New Guinea are presented.

The study concludes with my reflections on the research process followed in the study itself, the influence it had on my own thoughts as a teacher educator, and about teacher education in general in Papua New Guinea.

ACKNOWLEDGEMENTS

Many individuals have made significant contributions to the successful completion of this work. To each and every one of them I am most thankful.

My wife, Bonnie, for her tireless support, encouragement and love. In addition, she has acted as an editor, reading and commenting on every chapter of this thesis.

To my children, Baptlyne, John-Baptist (Jr.) and Beverlyne (who came in the middle of this challenge). To them all I offer a heartfelt "thanks". I'm sure it hasn't been easy having a father who was home so rarely and who, when he was home, frequently showed the strains and stresses of his work. Perhaps we can change that now.

My supervisor, Dr. Bob Jackson, has been a source of constant support, encouragement and critical feedback. I couldn't have asked for anyone better.

All of the members of my committee, Dr. Myer Horowitz, Dr. Jean Clandinin, Dr. Wally Samiroden and Dr. Pat Rafferty have contributed significantly to this work. I wish for them to know that I am truly grateful for their wise and patient counsel.

I also wish to thank Dr. Wodlinger of Nipissing University, for consenting to be my external examiner.

Those who actually took part in the study must, of course, remain anonymous. Without their voluntary participation this work would never have been completed. Unfortunate-

ly, a brief "thank you" on a page such as this comes nowhere near to expressing how I truly feel about their contributions. Each of them, I'm sure, understands that, and will thus know what I mean when I say that I don't know how to thank them.

To my colleagues, close friends and relatives in Papua New Guinea, Mr. Nicholas Kuman, Mr. Gabriel Dusava, Dr. David Boorer, Mr. Joseph Nidue, Mr. Wilfred Kaleva, nephews Arnold Charles Parapi, Moses, Matthew and Philip Neimani and their families, Uncle Max Rai and family, Uncle Richard Saronduo, brother Ben Yehihori and brother in-laws Simon, Lucas and Jeffrey and their families. My sincere appreciation is extended to them all. In a less than direct way, their contributions (especially that of Mr. Arnold Charles Parapi and Mr. Nicholas Kuman) have been substantial, and I can only say that I am lucky to have such people as part of my life.

Lastly, thanks to Shirley Culic for her warm and friendly approach and Rita Persaud for her excellent typing skills.

Table of Contents

Abstract ....

Acknowledgements ....

Chapter **Page**

1

BACKGROUND TO THE STUDY 1

Introduction 1

The Purpose of the Study 10

Research Questions 10

Definition of Terms 11

Significance of the Study 13

Significance to Papua New Guinea 14

Theoretical Framework 16

Role Theory 17

Role Analysis 19

Organization of the Study 21

2

REVIEW OF RELATED LITERATURE 23

Student Teaching 23

The Significance of Practicum 24

Limitations to the Effectiveness of Practicum 26

Role of the Cooperating Teacher 30

Influence of the Cooperating Teacher 33

Concerns of the Cooperating Teacher 34

Role of the Student Teacher 39

Concerns of the Student Teacher 41

Chapter **Page**

3

RESEARCH DESIGN AND METHODOLOGY 47
Introduction 47
Choosing a Method 47
Field Techniques 51
Validity and Reliability 52
The Research Process 58
The Setting 58
The Participants 60
The Student Teachers 61
The Cooperating Teachers 62
The Role of the Researcher 63
Ethical Considerations 64
Data Gathering Process 65
Informant Interviewing 66
Weekly Journal 68
Informal Group Sessions 69
Observation 71
Field Notes 72
Data Analysis 74
Summary 78

4

THE PRACTICUM AS EXPERIENCED IN THE STUDENT TEACHER ROLE 79
Introduction 79

Chapter **Page**

4 (Contd.)

Theme One - Anticipating the Practicum: Moments of Excitement and Uncertainty 80

Theme Two - Role Definition: Living with Conformity .. 92

Theme Three - Caught Between Two Worlds: Living with Ambiguity 102

Theme Four - Evaluation: Having to Perform Before a Pair of Watchful Eyes 115

Theme Five - Living Under Constant Pressure (Stress) 127

Summary 137

5

THE PRACTICUM AS EXPERIENCED IN THE COOPERATING TEACHER ROLE 139

Introduction 139

Theme One - Working with Uncertainty 140

Theme Two - The Counselor and Evaluator: Role Conflict 149

Theme Three - More Headaches: Consequences of Having Student Teachers 162

Summary 176

6

THE PERCEPTIONS OF ROLES 178

Introduction 178

The Student Teachers' Perspective 179

The Cooperating Teachers' Perspective 185

Chapter **Page**

6 (Contd.)

The Relationship of the Roles as Perceived by the Student Teachers and the Cooperating Teachers ... 190

Summary ... 199

7

COOPERATING TEACHER-STUDENT TEACHER RELATIONSHIPS ... 202

Introduction ... 202

Summary ... 218

8

SUMMARY, DISCUSSION AND IMPLICATIONS ... 220

Introduction ... 220

Summary ... 220

Discussion of Findings ... 225

Implications for Teacher Education ... 233

Collaborative Partnerships ... 234

Collaborative Teacher Education and Implications for Papua New Guinea ... 238

Determination of Practicum Policy ... 241

Promoting Reflective Practice ... 244

The Use of Journal as a Reflective Tool ... 250

Promoting Empathic Relationships ... 255

Implications for Further Research ... 258

Looking Back ... 260

The Research Process ... 260

Teacher Education ... 265

Chapter **Page**

BIBLIOGRAPHY 270

APPENDICES

APPENDIX **Page**

APPENDICES 285

APPENDIX A. Situational Context 286

APPENDIX B. Letter to the Secretary for Education 291

APPENDIX C. Letter to the Vice Chancellor 295

APPENDIX D. Supporting Letter from my Research Supervisor and Chairman of the Department 299

APPENDIX E. Pre-practicum interview guide for student teachers 301

APPENDIX F. Pre-practicum interview guide for cooperating teachers 303

APPENDIX G. Mid-practicum interview guide for student teachers 305

APPENDIX H. Mid-practicum interview guide for cooperating teachers 307

APPENDIX I. Post-practicum interview guide for student teachers 309

APPENDIX J. Post-practicum interview guide for cooperating teachers 311

APPENDIX K. Suggested focus questions for weekly journal for student teachers 313

APPENDIX L. Suggested focus questions for weekly journal for cooperating teachers 315

LIST OF FIGURES

Figure **Page**

Figure 1. General nomothetic-idiographic model 19

CHAPTER 1

BACKGROUND TO THE STUDY

INTRODUCTION

The most crucial moment in the training of any professional is the moment when theory becomes practice. At that moment the budding doctor picks up a scalpel, the young lawyer stands before a judge, and the student teacher walks into the classroom (Ciampa, 1975). I first walked into the classroom on a Monday morning of July 1974. Of the forty-five students in my class, half were about the same age as I was, while the other half were older. Came Friday of the first week, the two oldest boys started a fight towards the end of an English class. I just didn't know what to do then, however, luckily the bell rang for lunch and everyone had to leave the classroom. These boys continued their fight outside which meant that the teacher who was on duty that day was responsible for attending to that problem and I felt much relieved at least for that moment.

I had no idea of what to expect of myself except to do as I was told by my supervising teachers. There were no guidelines or teaching practice handbooks from which to work. According to my college supervisor, the supervising teachers "should" know what to do. Thus, I was of the opinion that my supervising teachers were well aware of their roles and responsibilities and hence I had high expectations of them. Both my English and Social Science cooperating teachers provided very little help and I was left on my own most of the time in a "sink or swim" situation which led to much confusion and frustration.

My college supervisor visited me only once throughout the six week practicum period. The house I was sharing with a fellow student teacher had no electricity and was invaded by rats every night making it not only impossible to do any work after dark, but also to get a decent night's sleep. That was my introduction to the "real world" of teaching. It was a frightening and a stressful experience for me. I was scared and nervous throughout because I lacked confidence in many areas such as classroom discipline, teaching methods and lesson preparation strategies, human relation skills and student assessment, to name but a few. My final practicum phase in 1975 wasn't any better. Consequently, like the other student teachers, I ended up putting all the blame on my cooperating teachers for failing to provide me with all the help and professional guidance I had expected.

It wasn't until I became a cooperating teacher myself that I learnt to appreciate the difficult position they were in. Usually teachers had no idea they were going to be working with student teachers prior to the practicum, until the day the student teachers showed up at the school and were assigned to those teachers. For example, the first student teacher I had was introduced to me halfway through a Social Science lesson one Thursday morning in July of 1976. The school headmaster simply instructed me to "take care" of this student teacher and left the classroom and that was it! I struggled to work with this student teacher throughout the practicum without any form of guidelines, not even a teaching practice handbook. The experience could be described as nothing more than that of confusion and frustration. The other practica were no different and all the student teachers I worked with were assigned to me in a similar way. I continued to work with them in the dark. Like other cooperating teachers, I ended up blaming the teacher education institutions and their representatives, the supervisors, for failing to provide me with any form of guideline to enable me to work effectively with the student teachers. I had no idea of what to expect from the student teachers and, moreover, of what was expected of me and of just what kinds of help or advice I should give to these student teachers. There was hardly any communication between the teacher education institutions and the schools and neither had any idea of what the other was doing.

After some years with the school system, I found myself teaching pre-service education students at the University of Papua New Guinea for which I co-ordinated teaching practice for three years prior to leaving the country for further studies.

During my time at university I quickly realized that like the cooperating teachers and the student teachers, the university supervisors were not always sure of their own roles. Many did not know what to expect of themselves as well as of the other members of the practicum triad. Since my joining the University of Papua New Guinea in 1983, little has changed in the teacher education programs. There has been no collaboration in partnerships, and hence schools and teacher education institutions continue to work in isolation from each other making it difficult for any improvement towards solving many of the problems that have existed over the years like that of the confusion of roles and role relationships among the participants of the teaching practice programs.

There is little doubt the cooperating teachers may be a key element in bridging the gap between theory and practice for student teachers (Foster, 1989). MacKinnon (1987) states that "many student teachers define the practicum as 'the real world', and are quite susceptible to the practices of their cooperating teacher" (p.315). This implies that the relationship between the cooperating teacher and the student teacher is very critical.

Some student teachers have a skillfully guided growth experience which leads them to an artistic and professionally effective performance in directed learning, while others have a continuously frustrating and emotionally disturbing experience during which they receive little positive direction (Briggs & Richardson, 1992; Raju, 1990; Tannehill & Zakrajsek, 1988).

The latter part of the above, very much evident in Papua New Guinea, has been an ongoing issue over the years. Three concerns among the many raised by the final year education students at the University of Papua New Guinea during a debriefing session at the end of the 1988 teaching practice were particularly noted by the researcher who was then the Teaching Practice Co-ordinator. One student expressed in her final paper her concerns with these words:

> I hardly had any meetings or even long conversations with my supervising teacher in Social Science during the whole ten weeks because she always seemed to be so busy. I felt very uneasy whenever I asked her to read through and check my lesson plans because I was made to feel that she hardly had much free time. She seldom observed my lessons in the classroom and the few times she came in, she just wrote a few comments and disappeared.

Another stated:

> Things really got hectic for me during the fourth week. My supervisor never showed up, not only that, I was facing problems with the family that was accommodating me in the school, and to make things worse my supervising teacher in English started taking over my lessons too frequently whenever he thought that I was not doing something right. He even corrected me and told me that I was wrong in front of the class. That completely made me lose face with my class and my interest to continue teaching during the remaining weeks faded.

Whilst the third student wrote:

> John, to be honest with you, I didn't know who I was for the last 10 weeks. I never felt that I was a teacher and at the same time I was not a student. So what sorts of roles, responsibilities or expectations what ever you like to call it do you university people and school supervisors expect of us?

The above concerns are representative of numerous similar reports of negative experiences that student teachers in Papua New Guinea have had over the years.

Student teachers have generally blamed their supervising teachers and the schools as a whole for failing to provide them with much professional guidance. On the reverse side, schools, in particular the school liaison officers and supervising teachers, have blamed the teacher education institutions for failing to provide sufficient guidelines for use by those involved in this experience. Communication between schools and the teacher education institutions remains a major problem. This is highlighted by the fact that as many as a third of the participating schools either have no telephones or are only accessible by air. To date, there has been no document from any teacher education institution in Papua New Guinea clearly illustrating and defining in any detail the roles of those who are involved in the teaching practice phases of their teacher education programs. Hence, all those involved may go in with their own pre-conceived, conflicting and sometimes impossible and unrealistic expectations.

Teaching practice programs in Papua New Guinea have been and continue to be organized and implemented based on a traditional model. Basically, the assumptions at work in traditional teaching practice according to Fish (1989) have been that "learning to teach is a simple process of working in an apprentice relationship to an experienced teacher with a college/university supervisor as an overseer with an oilcan" (p.165). In this traditional model, therefore, continues Fish, the relationships between the classroom teacher and the college/university supervisor are based on the assumption that each has his own role in the teaching practice: the teacher with a priority for the best interests of the class, the supervisor as overseer of the student teacher's performance, and both leaving the student teacher to learn from the practice by some unidentified form of osmosis (p.166).

Within this context of the triad, Potthoff (1993) asserts that student teachers believe that they learn most from the cooperating teacher. Studies done by many researchers over the years corroborate this (Anderson, Major & Mitchell, 1992; Avalos, 1989, 1991; Foster, 1989; Funk et al., 1982; Grimmett & Ratzlaff, 1986; Karmos & Jacko, 1977; Koerner, 1992; Mills, 1990; McIntyre & Morris, 1980; Olson & Carter, 1989; Serperson & Joyce, 1973; Yates, 1981; Yee, 1969). It is also claimed that the cooperating teacher has the greater influence upon a student teacher's overall success or failure in the practicum (Boudreau, 1993; Garland & Shippy, 1991; Foster, 1989; Hodges, 1982; Posner, 1985; Potthoff, 1993; Reitzammer, 1991; Ryan, 1989; Stout, 1982; Yates, 1981). Balch and Balch (1987) in support of this claim assert:

> Researchers in the area of teacher education indicate clearly that of all the persons in the teacher training program the cooperating teacher has the greatest influence upon a student teacher's success or failure as a classroom teacher (p.2).

Balch and Balch continue to contend that the influence of cooperating teachers on the preparation of student teachers is quite profound. Unfortunately, many researchers indicate that much of the supervision experience actually is rated negatively as an influence on teaching effectiveness. Many student teachers become more rigid and authoritarian, more conservative with less flexibility, and less responsive to meeting individual student needs by the end of the student teaching experience (Turney et al., 1982). This disappointing outcome, according to Balch and Balch (1987), is only minimally the result of ineffective or poorly chosen cooperating teachers. In this regard Fish (1989) states that it is unusual for cooperating teachers to have received much guidance in leadership for these supervisory tasks. Little attention has been given to those competencies deemed essential for effective supervision (Koerner, 1992; Wildman et al., 1992).

This is especially the case in Papua New Guinea today. To date, cooperating or supervising teachers have received no advance preparation for their supervisory tasks and no attention has been given to those competencies deemed essential for effective supervision. No criteria have been set for selecting supervising teachers. Whatever criteria have been used by participating schools in selecting supervising teachers have too often been unrelated to the goals of the teacher education programs and have too often been of a more pragmatic nature in that whoever is available takes on the supervising teacher's role. While it is expected that supervising teachers must be certified and experienced with at least two to three years of teaching to their credit, it is not uncommon to see many teachers fulfilling the role as early as their first year of teaching. For example, my wife had to be one of the supervising teachers in her school during her first year of teaching as she was the only Home Economics teacher in that school during that year and three student teachers were allocated to that school of which two were taking Home Economics as their major. Half of the supervising teachers I associated with in the schools to which I was assigned during the 1988 teaching practice were in their first year of teaching. These supervising teachers, who themselves had been student teachers the year before (1987), accepted the assignment because they were all teaching grade seven classes to which the 1988 student teachers were assigned in their respective subjects.

Student teaching is an integral part of all teacher preparation programs yet its value to the transition from student to teacher is suspect (Tannehill & Zakrajsek, 1988). Often when two or more teachers are gathered together in the name of education, the student teaching experience is heavily criticized. The complaint most teachers seem to have about their student teaching experience is that their cooperating teachers failed to help them, either by too rigorously restricting their plans, or by not being there at all (Hise, 1989).

Yet the role of the cooperating teacher is probably the most difficult of the roles involved in teacher education. Many cooperating teachers complain that they are unclear about their responsibilities (Anderson, Major & Mitchell, 1992; Boudreau, 1993; Fish, 1989; Hopkins, 1989; Koerner, 1992;

Yates, 1981). Hence, we need to understand the perceptions that the participants have of their roles and of those of significant others prior to and during the practicum phase of the teacher education program in order to appreciate the complexity of the learning experiences in the practicum.

The Purpose of the Study

The purpose of the study was to increase understanding of the relationship between student teacher and cooperating teacher roles in the practicum and to enable student teachers and cooperating teachers to become more aware of their mutual roles within the practicum setting.

Research Questions

This research is intended to address five fundamental questions on the basis of the purpose of the study. The following are the five questions to be addressed:

1. How do student teachers perceive the roles and responsibilities of their cooperating teachers?
2. How do student teachers view their own roles?
3. How do cooperating teachers perceive the roles and responsibilities of their student teachers?
4. How do cooperating teachers view their own roles?
5. What is the relationship of the roles as perceived by the student teacher and the cooperating teacher?

Definition of Terms

For the purpose of this study, the following terms are defined within the Papua New Guinea context.

1. Teaching Practice is the period of guided teaching during which the student teacher takes on increasing responsibility for the work with a given group of learners in a school setting. Other terms which are used include "student teaching", "field experience", "internship", "off-campus teaching" and "practicum". Teaching practice and practicum are used interchangeably in this study since the term teaching practice is commonly used in Papua New Guinea whilst practicum is used in much of the literature outside the Papua New Guinea context.

2. Participating School is a government or church agency school which provides facilities for student teachers but which is neither controlled nor supported by the teacher training institution.

3. School Liaison Officer is the designated staff member of a school who assumes the responsibility of communicating with the teaching practice coordinator of the teacher training institution in the overall organization and implementation of the teaching practice program(s).

4. Student Teacher is a college or university student who participates in a program of guided teaching over a period of consecutive weeks.

5. Supervising Teacher is a classroom teacher in the government or church agency schools who assumes the responsibility of working directly with student teachers. The supervising teacher supervises, evaluates and interacts with the student teacher in the teaching situation. Other terms which are used include "cooperating teacher", "classroom teacher", "directing teacher" and "sponsor teacher". Supervising teacher and cooperating teacher are used interchangeably in this study since the term supervising teacher is the term commonly used in Papua New Guinea whilst cooperating teacher is used in much of the literature outside the Papua New Guinea context.

6. Teaching Practice Coordinator is the designated staff member of a teacher training institution who assumes the responsibility for the overall organization and implementation of the teaching practice program(s).

7. University or College Supervisor is the designated staff member of a teacher education institution who assumes the responsibility of supervising a number of student teachers on teaching practice.

Significance of the Study

It is assumed that in order to provide a practical and beneficial student teaching experience, there must be some degree of working relationship between the university or college supervisor, the cooperating teacher and the student teacher. It is firmly believed by people like Bain (1991), Brown et al. (1986), and Foster (1989) that the duties and responsibilities of these participants must be known and clearly understood by all those involved in the student teaching process if the program is to be a valuable introduction to the profession.

It is assumed that student teachers go into schools with different expectations concerning their cooperating teachers. The way they perceive the roles and responsibilities of their cooperating teachers and how they perceive their own roles and responsibilities may not always coincide with how their cooperating teachers view their own roles and responsibilities and those of the student teachers.

Since this study is concerned mainly with increasing our understanding of the relationship between student teacher and cooperating teacher roles, the findings obtained may provide a framework useful for a guideline for both cooperating teachers and student teachers when performing their respective functions. It could also provide strategies for cooperating teachers and student teachers to come to know each other's expectations and further help to improve communication and understanding.

Significance to Papua New Guinea

Although much has been written about teaching practice and problems associated with it elsewhere, little or no attention has been given to this area in Papua New Guinea. Teaching practice is considered to be one of the most vital components in any pre-service teacher education program anywhere in the world and Papua New Guinea is no exception. While there has been growing concern about the apparent decline in the educational standards in the country (Kenehe Report, 1981) it could be stated that teachers play a major role in setting these standards which could start right from their initial training in which the teaching practice component may have a considerable impact.

In this regard then, there is considerable support today for the assertion that the quality of the student teaching experience is very much dependent on the professional abilities and attitudes of the supervising teacher who has the working relationship with the student teacher on a daily basis (Avalos, 1991; Balch & Balch, 1987; Boudreau, 1993; Dyke, Wiens & McCullough, 1993; Foster, 1989; Potthoff, 1993; Reitzammer, 1991; Tannehill & Zakrajsek, 1988). Studies done over the years according to Turney et al. (1982) have indicated that the student teachers' attitudes tend to move in the direction of those held by their cooperating teachers during teaching practice. Although the long term effects of attitudinal change may not have been effectively examined, the initial strength of cooperating teachers' influence in forming student teachers' attitudes towards teaching is evident.

For this reason it is important for cooperating or supervising teachers in Papua New Guinea to be made aware of the kind of role they may play during teaching practice. It is equally important for student teachers to be aware of what the cooperating teachers expect of them in order that they may go into the schools better prepared. This will help minimize the frustration that exists today due to confusion, lack of communication and unrealistic expectations from both sides.

This study should not only help us increase our understanding of the relationship of the student teacher and cooperating teacher roles, but should also enable student teachers and supervising teachers to become more aware of their mutual roles within the practicum setting. None of this vital information is obtainable within the Papua New Guinea context at present. It may be of great benefit to every educator in Papua New Guinea, particularly those involved in pre-service teacher education.

Theoretical Framework

> Nobody really understands me is a complaint that has rolled down the ages, and it always contains some measure of truth. The perceptions we have of others, which form the bases for our interactions with them, are always incomplete and are also usually somewhat less than accurate (McCall & Simmons, 1979, p.66).

It is not uncommon to encounter this and other similar complaints from cooperating teachers and especially student teachers during the course of the practicum. This becomes inevitable in situations where each member of the dyad has to fulfill roles that do not conform to his/her own expectations.

Research suggests that each member of the dyad in the practicum needs to operate within well defined and agreed upon limits in order to perform his/her duties successfully (Bain, 1991; Guyton & McIntyre, 1990; Ryan, 1989; Turney et al., 1982). It is this definition and identification of boundaries that seems to be causing some frustration among members within the practicum setting. Garland (1982) contends that it is most important for all participants in clinical experiences to examine carefully the role definitions that are applied to their particular setting. Garland argues that potential misunderstanding, conflict and the development of ineffective role relationships occur because consensus about role definitions is often assumed to exist when in reality it does not.

Since the purpose of this study was to increase understanding of the relationship between student teacher and cooperating teacher roles in the practicum and to enable cooperating teachers and student teachers to become more aware of their mutual roles within the practicum setting, the study will adopt role theory for its conceptual framework.

Role Theory

Role theory has been developed and employed by social scientists as a conceptual framework for analysis of the functioning of social systems (Clouse, 1989). Perhaps the most common notion in role theory, as Biddle (1979) notes, is that roles are associated with social positions.

Horowitz (1967) notes that "role theory deals with interaction between persons who occupy positions in a social system. Emphasis is placed on the expectations which are held for the behavior of the position-occupant by those with whom he interacts" (p.38). The principal, cooperating teacher, student teacher and university supervisor occupy certain positions during the practicum and have expectations regarding their own behavior and the behavior of others with whom they work (Corbett, 1990; Garner, 1973; McVea, 1992).

When we enter a new setting, we undertake to define the situation. We attempt to define people's roles so as mentally to establish the actions we can expect of them and the actions they can expect of us (Vander Zanden, 1979). Hutton (1992) who focused his study on the role of the elementary assistant principal notes that the role of the assistant principal depends greatly on the principal's perception of that position. Hutton asserts, therefore, that the role definition of the assistant principal will be different from school to school and from administrator to administrator. He continues:

> While an orientation to fluidity will make it difficult to delineate clearly the role of the typical assistant principal, enough role definition may be developed to provide consistency and status (p. 11).

Clouse (1989) asserts that roles are filled by real live people and no two persons are exactly alike. An individual performs in a particular role with the unique style of his own characteristic pattern of expressive behavior. To understand the observed behavior of a specific individual it is not enough to know only the nature of the role and of the expectations, but also the nature of the individual acting in the role and his/her reactions to expectations and interpretation of others. That is in addition to the nomothetic behavior, one must also consider the idiographic aspects of social behavior (p.40). Clouse further contends that to understand fully the behavior of specific role incumbents in an institution one must know both the role expectations and the need-dispositions. Needs and expectations may both be thought of as motives for behavior: needs being derived from personal propensities and expectations being derived from institutional requirements. Social behavior will result from the interactions between the two sets of motives (p.41).

Clouse adopts the nomothetic-idiographic model from Getzels, 1958, pp.156-157 (Figure 1 below) to illustrate his point.

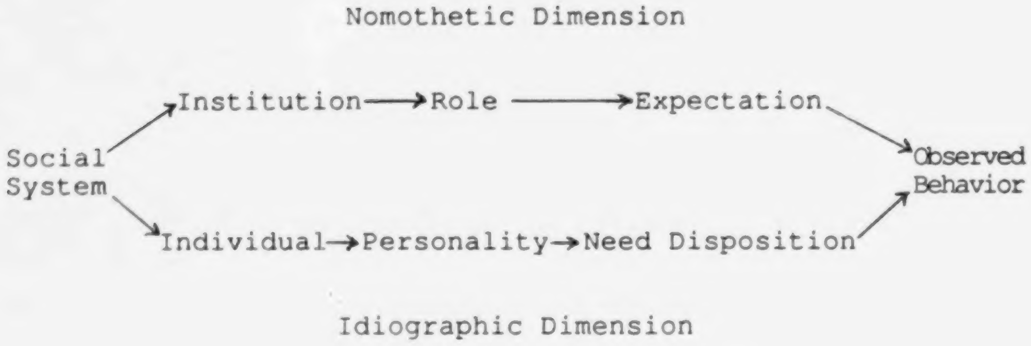
Nomothetic Dimension
Institution
Role
Expectation
Social System
Observed Behavior
Individual
Personality
Need Disposition
Idiographic Dimension

Figure 1. General nomothetic-idiographic model

Role Analysis

Role analysis is concerned with the effects of fairly well-established social structures and their concomitant role relationships on the behavior of participants (Clouse, 1989).

Role analysis is not a method of data-gathering per se, but a conceptual and analytic tool. In action, it is an excellent illustration of the interplay between theory and method in research, because its concepts circumscribe the data to be gathered and direct the analysis (Biddle, 1979). Wiseman and Aron (1970) note that the concept "role" is only one in a constellation of related terms used in role analysis to study the behavior of individuals. These terms are:

> Counter role: A role that is complementary to the role that is, "completes" the dyadic interaction, allowing by its existence, the enactment of the role. Teacher-pupil, parent-child, and clerk-customer are three pairs of counter roles that reinforce and make possible each other's performance.
>
> Rights and obligations: Every role carries with it certain actions owed by others and to others. These are the shared expectations or ideal patterns of our own and counter role enactments that we carry in our heads.
>
> Role perception: How one thinks of his social role, what he thinks he should be doing.
>
> Role behavior: Actual performance in a role. (Sometimes we fall below our own role expectations, or those of others. Sometimes we are gloriously successful - we "carry it off.")
>
> Role conflict: A situation in which a person finds that his proper enactment of one role results in falling below expectations in another. Thus, no matter what he does, he has some guilt feelings. (p.85).

Using these concepts as guides for data-gathering and analysis, the researcher will be able to take the information he obtains and map out a "role system" that can in turn be a useful device to alert the researcher to other areas of interaction that might be fruitfully investigated (Clouse, 1989).

For example, one way to understand the pressures experienced by a student teacher is first to map out the counter roles of positions relative to his/hers, such as school principal, fellow student teachers, cooperating teachers, university supervisors, pupils and others. Each of these, though fundamentally in the same "teaching practice world" as the student teacher, looks at the student teacher from a different perspective and thus interacts with him/her in somewhat different ways and has somewhat different expectations of him/her as well.

Biddle (1979) and Wiseman and Aron (1970) remind us that the designations "central role" and "counter role" depend upon the researcher's interests. One person's counter role could be the central role of others. This study was focused on the interactions of the cooperating teacher and the student teacher who were seen as both occupying central and counter roles simultaneously as the purpose of this study was to increase our understanding of the relationship between student teacher and cooperating teacher roles in the practicum and to enable student teachers and cooperating teachers to become more aware of their mutual roles within the practicum setting.

Organization of the Study

This study is organized into eight chapters. The first chapter provides the background to the study. The purpose of the study, the research questions, definition of terms, the significance of the study along with the theoretical underpinnings of the study are presented. A review of the literature related to student teaching together with the roles and concerns of each member of the dyad are found in chapter two. Chapter three describes the research approach adopted in this study and the techniques employed to collect and analyze the data. Chapters four to seven deal with the presentation and analysis of the data. Chapter eight presents a summary of the study and discusses my understanding of the findings. As well, implications for teacher education and further research for Papua New Guinea are included.

CHAPTER 2

REVIEW OF RELATED LITERATURE

Student Teaching

Burstein (1992) writes, "student teaching is typically considered the most critical component of a teacher education program. It is the culminating experience of the program and the principle factor in determining whether a teaching credential should be awarded" (p. 5).

The student teaching act according to Henry and Beasley (1989) involves development in the interpersonal, cognitive, and instructional processes of the student teacher. They remind us that a student teacher must show growth in attitudes, values and feelings as well as in the thinking processes, the selection of content and the determination of teaching strategies. A cooperating teacher plays a key role in seeing that these domains are successfully developed throughout the experience.

Practical experience of teaching in schools has constituted an essential element in courses of teacher training. It is one of the most effective ways of evaluating theoretical elements of the course through practical applications.

Student teaching may be defined as a complex intermingling of roles and institutions. Few, however, would dispute that the core of student teaching is the unique relationship which occurs between two persons - the student teacher and the cooperating teacher (Balch & Balch, 1987, p.143). It is a time when prospective teachers bring the knowledge, theories and methods learned in disciplinary and teacher preparation courses to the world of reality. It is a time when prospective teachers can and should experiment, adapt, and grow while practicing pedagogical skills under the guidance of a competent teacher (Tannehill & Zakrejsek, 1988).

The Significance of Practicum

The value of student teaching to the student teacher has seldom been questioned. There seems little doubt that student teachers need an opportunity to apply their skills in a practical setting. Borys, Taylor, and Larocque (1991) point out that in spite of the dissatisfaction that is voiced concerning teacher education programs, the practicum component is viewed as "the most appropriate and important experience in the development of a teacher" (p. 1). Because the practicum experience is seen as a way to integrate theory and practice, educators usually believe that it provides an opportunity for the student teachers to explore a variety of strategies, teaching styles, organizational patterns and management skills (Blakey & Everett-Turner, 1993). Many authorities consider student teaching to be the critical component of teacher training (Anderson, Major & Mitchell, 1992; Avalos, 1991; Guillaume & Rudney, 1993; Fish, 1989; Frye, 1988; Gallemore, 1981; Guyton & McIntyre, 1990; Kalekin-Fishman & Kornfeld, 1991; Karmos & Jacko, 1977; Koerner, 1992; Smith, 1990; Tinney, 1993; Webber, 1993).

Burstein (1992) states:

> The major role that student teaching plays in preparing a teacher has been acknowledged consistently and often by a number of teacher educators. Moreover, teachers generally indicate that student teaching is the most influential aspect of their program and frequently question the value of their other education courses (p. 5).

Frye (1988) asserts that student teaching is generally considered by teacher educators to be the most important element in the teacher education program (p.54). Mills (1990) notes that "student teaching has been widely acknowledged, especially by students, as being the most significant part of professional education programs" (p.10). Tabachnik and Zeichner (1984) are of the view that student teaching does have a significant impact on the development of teachers, an effect that is strengthened during the early years of a teacher's career (p.29). This statement is supported in the study by Richardson-Koehler (1988) in which a group of cooperating teachers felt that the strongest influence, both positive and negative, on learning to teach was their student teaching experience.

Guyton and McIntyre (1990) also corroborate this by stating that noted educators over the years have described school experiences as the most important element in professional education and student teaching as the most universally approved education course. These assertions are supported by practicing teachers' consistently high ratings of student teaching as the most beneficial segment of their teacher education programs (p.514).

Ross (1988) similarly writes: "Because of the importance of role-playing (practicum) in the professional development of teachers, field experiences are considered the most significant events in the preservice teacher's professional preparation" (p.107), and in the same study a student teacher commented, "Field experiences are the most important because you are doing it. You learn directly from your mistakes. You see your mistakes much faster" (Ross, 1988, p.104). Zahorik (1988) reiterates these opinions when he states, "Student teaching is seen as being helpful, often to the point of being judged the most important aspect of teacher preparation" (p.9). However, as he points out, "The support for student teaching by teachers and also by teacher educators appears to be overwhelming, but it is not unanimous" (p.9). Mills (1990) states that it "cannot be assumed that just placing students in practicum sites will automatically provide them with valuable experiences" (p. 10).

Limitations to the Effectiveness of Practicum

While the volume of research on the field experience implicitly acclaims its importance as perhaps the most influential and effective phase of teacher education, there is, however, an equal quantity of research which suggests limitations to this view (Mills, 1990). Borys, Taylor and Larocque (1991) in this regard state:

> However disenchanted many educators, teacher trainees and school practitioners may be with the current state of teacher education, few would single out the practicum component as a primary source of their disaffection (p. 1).

Potthoff (1993) similarly asserts that field experiences, particularly student teaching, have long been regarded as the most meaningful and valued component of teacher preparatory programs. "At the same time, serious concerns are expressed with regard to the overall appropriateness and effectiveness of most field experiences" (p. 254). Potthoff further cites the work of the Holmes Group who argue that most practicum experiences encourage imitation, subservience, and conformity. Richardson-Koehler (1988) concludes that, because cooperating teachers are more oriented toward the practical and particular rather than toward theory and generalizations, student teachers may not learn more general principles that would allow them to adjust to different situations. Copeland (1989) is of the view that student teachers' ability to use the many skills they learn during their university training depends not only on the quality of initial training they receive but on the environment in which they must practice use of those skills, their student teaching classrooms.

Within the environment of the practicum classroom, there are several variables which can influence the effect of the practicum experience on student teachers: the quality of supervision and the resulting inter-relationships amongst the practicum triad (student teacher, cooperating teacher, and faculty consultant); the perceived relevance of the university courses by student teachers; the expected conformity of student teachers in the practicum classroom to the norm of that particular room by cooperating teachers and the socialization of student teachers as they move away from university learning and spend time in the classroom (Mills, 1990). Tannehill and Zakrajsek (1988) similarly note that "the guidance that student teachers receive and the orientation they are exposed to will vary from institution to institution and in the internship site from one cooperating teacher to another" (p.40).

In discussing the relationship issue between the student teacher and the cooperating teacher MacKinnon (1989), for example, notes that the four students in his study all had different experiences and hence reacted to them differently. He states:

> There was never any doubt about the significance of the cooperating teachers in the eyes of each of the student teachers. Some were the brunt of much criticism for their personal teaching styles and the way in which they treated their student teachers; others were praised for exactly these same reasons. Each of the student teachers felt that one of the most critical factors for ensuring a successful practicum was the development of a healthy relationship with their cooperating teacher. While each relationship was unique and clearly contextual, the cooperating teacher was very much a part of the daily life of all the

> student teachers. They had a direct effect on the student teaching experience through their words and actions, and an indirect impact by the ways in which they had structured their classrooms. For as Beth viewed it, this was the "mold" into which each student teacher stepped, and which served as a framework for the entire practicum (p.7).

Henry and Beasley (1989) in this regard comment that a student teacher may possess adequate skills in methodology and be sufficiently knowledgeable in subject matter, but the experience is not considered to be a complete success if the relationship with the supervising teacher is less than desirable. Others like Avalos (1991), Guillaume and Rudney (1993), and Kalekin-Fishman and Kornfeld (1991) are also of the view that success in student teaching is contingent upon the relationship between a student teacher and his/her supervising teacher. There are other limitations as noted by Garland and Shippy (1991). They note that often the performance of cooperating teachers as teacher educators-supervisors and the socializing pressures of fieldsites are negative influences regarding context. The context of the public school classroom cannot always be viewed positively as a means of promoting a program's orientation or goals. Garland and Shippy also note that the quality of student teaching programs depends too much on specific classroom sites, which are not designed to prepare student teachers and are beyond the control of the institutions. Fish (1989), who seems to be well aware of this, contends that although it is often given scant attention by either college or school because of the pressure of other priorities, the very way in which the practice is prepared for by both institutions is of major significance.

> The omissions often still include: the failure of school and college together to establish a joint understanding of the place of the practice in the whole course; and the failure to elucidate the intentions and the focus of the activities of the teaching practice for teacher, tutor, and student (p. 166).

According to Fish, this has also meant a resultant inattention to the respective roles of teacher and tutor during practice.

Role of the Cooperating Teacher

For many years cooperating teachers have been said by some to be the "key figure" in the teacher education programs (Boudreau, 1993; Koerner, 1992; MacKinnon, 1989; Mills, 1990; Olson & Carter, 1989; Potthoff, 1993; Turney et al., 1982).

In examining the role and the assumed influence of the cooperating teacher it is evident that this person plays a significant part in the professional growth of the student teacher (Balch & Balch, 1987; Foster, 1989; Garland & Shippy, 1991; Hodges, 1982; Reitzammer, 1991; Ryan, 1989). Ryan (1989) asserts:

> The classroom teacher who works with prospective teachers is an extremely important person in the teacher preparation program. Not only does this teacher provide the opportunity for the teacher education student to experience the real world of

> the classroom, he/she also guides the student in the integration of theory and practice (p.63).

Ryan (1989) notes that the expectations, that is, the functions and behaviors which constitute the role of the cooperating teacher, have been prescribed in a number of articles, most of which do not appear to be research based. Ryan further states that "the role of the cooperating teacher is to help the student teacher through suggestions, guidance, and personal expertise" (p.48). Zalokar and Loguidire (1982) in fact suggest that consistent evaluation, effective communication and involvement of the student teacher in the total functioning of the school will help ensure a positive experience for the student teacher.

The literature in this area seems to suggest that there is general consensus about what is being expected of the cooperating teacher role. Copas (1984) in this regard asserts:

> The job of the cooperating teacher is to help the student teacher develop a deep and meaningful concept of teaching, to help the student teacher analyze the many facets of teaching, to provide the student teacher with sources and resources, and to encourage the student teacher's unique teaching behavior (p.50).

Those identified by the Faculty of Education, through its Field Services Division, at the University of Alberta could be representative of many other sources. Thus, the Practicum handbook identifies the following as fundamental to the role of the cooperating teacher in relation to the interactions with a student teacher:

a. **Familiarize Student Teacher with Expectations**: The cooperating teacher should familiarize the student teacher with the expectations held for the student teacher in the particular program (in cooperation with faculty personnel).

b. **Orient Student Teacher to School**: The cooperating teacher should orient the student teacher to the school, the school programs, and the pupils.

c. **Structure Teaching Experiences**: The cooperating teacher should structure the student teacher's experiences so that there is progression from simple to more complex activities within the particular program.

d. **Demonstrate Teaching Techniques**: The cooperating teacher should either demonstrate or arrange for the demonstration of particular teaching techniques and procedures for the benefit of the student teacher.

e. **Assist with Planning**: The cooperating teacher should assist the student teacher with the planning of teaching strategies and the selection and design of appropriate instructional materials.

f. **Explain Classroom Management**: The cooperating teacher should explain and demonstrate the implementation of classroom organization, management, and control strategies.

g. **Observe Student's Lessons**: The cooperating teacher should analyze the instructional skills of the student teacher and set goals and strategies for improvement through regular conferences.

h. **Analyze Student's Performance**: The cooperating teacher should analyze the instructional skills of the student teacher and set goals and strategies for improvement through regular conferences.

i. **Evaluate Student's Performance**: The cooperating teacher should evaluate the performance of the student teacher and provide feedback both oral and written to the student teacher on a formative basis throughout the round as well as in a final evaluation.

j. **Encourage a Distinctive Style**: The cooperating teacher should encourage the student teacher to develop a distinctive, personal style by engaging in a variety of teaching tasks and consistently utilizing self-evaluation.

k. **Participate in Cooperating Teacher Workshops**: The cooperating teacher should participate in workshops designed to improve the cooperating teacher's knowledge and skills, when such workshops are available.

l. **Cooperate with Program Participants**: The cooperating teacher should cooperate with other program participants for the benefit of the student teacher.

It is also clearly stated that "while each student teaching experience will vary, a number of basic expectations (those listed above) seem as fundamental to the role of the cooperating teacher" (Field Services 1992/93, p.17).

Influence of the Cooperating Teacher

The influence of the cooperating teacher on the student teacher has been well documented. Reitzammer (1991) writes, "the cooperating teacher is the determining factor in predicting whether or not the student teacher has a successful experience" (p.446). Potthoff (1993) similarly states that "cooperating teacher performance is one key to effective utilization of field experiences" (p. 254). And Olson and Carter (1989) contend that the cooperating teacher often appears to be the most important person in helping student teachers come to understand what it means to teach.

Many studies have tended to confirm that the actual teaching behavior of student teachers seems to be influenced greatly by that of their cooperating teachers. For example, Boudreau (1993), Olson and Carter (1989), Kagan (1992), Turney et al. (1982), and Yee (1969) found that the teaching of most student teachers closely reflected the methods used by their cooperating teachers rather than those suggested in the teacher education program. Avalos (1989) discovered that even in their first year, teachers claim still to be using methods and materials adopted from their cooperating teachers.

The strong tendency for student teachers to model their work on that of cooperating teachers is not surprising (McVea, 1992; Karmos & Jacko, 1977). The techniques and methods of cooperating teachers are explicit in classrooms and are likely to be successful, if only because pupils are familiar with them. Student teachers are usually very dependent on their cooperating teachers for day to day practical advice on how to handle particular lessons (Burstein, 1992; Kalekin-Fishman & Kornfeld, 1991).

Concerns of the Cooperating Teacher

The literature demonstrates that cooperating teachers have difficulty defining their roles and responsibilities to the student teacher (Fish, 1989; Foster, 1989; Guyton &

McIntyre, 1990; Grimmett & Ratzlaff, 1986; Hopkins, 1986; Koerner, 1992; McVea, 1992; Mills, 1990; Richardson-Koehler, 1988; Yates, 1981). Concern in recent years for the declining number of cooperating teachers and the quality of their professional abilities is evident in many educational circles (Foster, 1989). This has led to the need to increase effective supervision of student teachers. The role of the cooperating teacher is poorly defined and teachers generally are unprepared for the task of student teacher supervision" (Grimmett & Ratzlaff, 1986, p.42).

Cooperating teachers view the practicum as both a burden and a blessing; practica require more work for the cooperating teacher, but having the student teacher in the classroom sometimes affords instructional opportunities otherwise impossible (Applegate & Lasley, 1982; Fish, 1989; Koerner, 1992). To many cooperating teachers practica have been more of a burden than a blessing. As problems arise, cooperating teachers are expected to find solutions that are consistent with both the needs of the student teachers and the goals of the teacher education institution while also continuing to meet their classroom objectives.

In a study that looked at cooperating teachers' problems with preservice field experience students, Applegate and Lasley (1982) identified some general concerns that are common to many.

Student Teachers' Orientation to Teaching: Cooperating teachers have problems when student teachers are not prepared as they feel they should be for their teaching assignments. Many do not exhibit some basic understanding of student behaviour, do not have skills in lesson preparation, or do not exhibit curiosity about the process of becoming a teacher.

Problems Understanding the Partnership of Teaching: Cooperating teachers have problems when they sense they are solely responsible for students' field work. Cooperating teachers want to see more active involvement on the part of the college or university. Cooperating teachers also express concern about the lack of interest in both the student teacher and the university supervisor about school norms and professional responsibilities.

Problem with Student teachers' Attitudes and Skills: Cooperating teachers have problems with student teachers who do not display a commitment to teaching. Student teachers do not always assume positive attitudes about doing such tasks as evaluating students' work, running errands, or operating audio-visual equipment.

Problems with Planning, Organization and Enthusiasm for Teaching: Apart from being concerned with the lack of initiative and enthusiasm exhibited by student teachers, cooperating teachers are concerned about student teachers' organization and management abilities. They expect student teachers to be able to teach lessons. This includes planning for instruction, organizing materials, asking appropriate questions and carrying out activities to their logical conclusions as well as managing children.

A study by Hopkins (1987) on evaluating the effectiveness of a preservice seminar for cooperating teachers presents the following concerns:

- Cooperating teachers receive no advance preparation for their supervisory tasks in the way of workshops or seminars. Rather, all they get by way of preparation is a short phone call from the faculty consultant to nothing more than receiving the practicum handbook.
- Cooperating teachers find the practicum handbook informative but difficult to understand.
- Cooperating teachers do not always receive assistance from colleagues who have had experience with student teachers.

Discussions, in relation to several of my course assignments, with various graduate students and a number of practicum associates who have also previously been cooperating teachers also reveals the following common concerns:

- Cooperating teachers sometimes find it difficult to make student teachers feel part of the staff because some teachers do not accept the student teacher as a colleague.

- Cooperating teachers are not sure what to expect apart from their own experiences as student teachers.
- Cooperating teachers have no idea of what the student teacher can or cannot do.
- Cooperating teachers have no idea of what courses the student teacher has taken and the implications this will have on his/her field experience.
- Cooperating teachers have no idea of just how much help they should provide to the student teachers.

This review seems to suggest four major conclusions. First, the role of the cooperating teacher is poorly defined. Secondly, teachers are generally unprepared for the task of supervision. Thirdly, cooperating teachers do not understand the significance or the role that field experiences may play in the teacher education curriculum. Fourthly, cooperating teachers do not have input into the overall planning and implementation of the practicum programs. Garner (1973) in this regard asserts:

> Unless colleges and universities sponsoring off-campus student teaching programs involve cooperating teachers in seminars, conferences, graduate courses, or written publications, explaining the objectives and structure of their teacher education program, one wonders whether or not the cooperating teacher can be expected to understand the program (p.347).

Role of the Student Teacher

For the student teacher, the practicum may be the first opportunity to engage in systematic instructional practice and reflection on classroom practice. Student teachers come to the practice setting with various conceptions of teaching and learning. As they engage in classroom practice and interact with their cooperating teachers, they will encounter many events, some familiar and anticipated, others new and surprising (Clark, 1991).

Like the cooperating teacher, the student teacher is also guided by a list of role definitions. The Faculty of Education at the University of Alberta, through its Field Services Division, identifies the following as fundamental to the role of the student teacher:

a) Initiates communication with cooperating teacher and faculty consultant as soon as possible after final placements have been posted.

b) Observes and studies the process of education in and outside classrooms.

c) Becomes familiar with the curriculum pertinent to the student teaching experience (usually in the major field of specialization).

d) Develops subject matter expertise in relation to the Program of Studies.

e) Prepares written lesson plans for each lesson. Lesson plans are to be shared with the cooperating teacher well in advance of the time the lesson is taught. The format should be discussed with the cooperating teacher.

f) Prepares, refines and teaches at least one entire instructional unit in his or her area of specialization.

g) Evaluates unit(s) of work to the extent feasible within a four-week or eight-week round.

h) Attempts a variety of teaching methods.

i) Practices and tests theories and hypotheses relative to teaching in order to develop teaching skills and to begin to develop an individual teaching style.

j) Involved with co-curricular or extra-curricular activities.

k) Prepared to assume a full teaching load during the practicum round. Exact timing will be determined by the cooperating teacher and will be based on the student teacher's progress and development.

l) Assumes a professional attitude toward school, teachers and students.

m) Involved in analytical reflection regarding personal development as a teacher and the intents and purposes of education.

n) Makes decisions with regard to his or her teaching career.

(Field Services, 1992/93, p.6)

These roles have been taken as an illustration of other practicum handbooks in other institutions. It may be worth noting that roles that are identified for both the cooperating teachers and student teachers in practicum handbooks by institutions may not be necessarily defined or seen in the same light during practice. That is, whilst it may seem easy for training institutions to define these roles, it may not be easy to have people understand or accept them and work on that basis. Guyton and McIntyre (1990) note that national educational organizations in the United States have similarly defined these roles and the expectations for people who assume these roles. However these are very general descriptions in which statements are freely interpreted. Boudreau (1993) contends that "hence it is not surprising that agreement among triad members regarding roles and responsibilities is not prevalent" (p. 1).

Concerns of the Student Teacher

Student teachers according to many like Burstein (1992), Clark (1991), Kagan (1992), Smith (1990), Raju (1990), and Ryan et al. (1980) see field experiences/practicum as one of the most valuable phases of their preparation. They see it as a time to experience the "real" world. However, many concerns are raised at that time. Many studies have identified the problems that student teachers face during student teaching (Briggs & Richardson, 1992). One such study lists six major problem areas for student teachers: lesson planning and evaluation, discipline, working with pupils, working with cooperating teachers and adjusting to their classrooms, working with others in the profession and transitions from student to professional teacher (Guillaume & Rudney, 1993, p. 70).

Student teachers, as Neufeld (1988) contends, are placed in a stressful situation in their practicum. S/he is no longer a student but not yet a teacher, and this role confusion can lead to a great deal of uncertainty (Henry &

Beasley, 1989). The student position between the cooperating teacher (host) and visiting supervisor-appraiser is certainly not an easy one (Fish, 1989; Turney et al. 1982). Fish elaborates:

> Her dilemmas may arise from the following problems:
>
> 1. She is caught between the need to please and respond to the teacher whose class she has and therefore must be kept happy daily, and to impress and please the tutor whose assessment will be what counts at the end of the practice but who only samples her work in performance weekly.
>
> 2. She is caught between a sense that there is far more to teaching than appears on the surface, and the fact that her final mark can depend superficially on her performance, and on her abilities in what is known as 'impression management' (p.175).

In the MacKinnon (1989) study that focused on the relationships in the student teaching triad, one dissatisfied student had these comments regarding her relationship with her cooperating teacher.

> ... a student teacher ... it's basically, you've got to do what the teacher says. You're stuck. You can't be your own teacher; you've got to do what the teacher says so that you're not looking like you're coming in here and saying: "Well, your program sucks. I'm doing it my way". (p.11)

Another expressed her feelings in these words:

> We get along O.K. The best words to say would be "busied" or "hurried", because she's always on the run. So we catch glimpses and pieces of each other here and there. We haven't sat down very often and talked (p. 10).

All four of the student teachers in his study expressed similar dissatisfaction. Tannehill and Zakrajsek (1988), in their study that looked at the expectations that student teachers had for the cooperating teachers, concluded that "the expectations of these student teachers for their cooperating teachers' performance were not fulfilled" (p.39). Studies done by Neufeld (1988) and Smith (1990) illustrate similar results and concerns from student teachers.

For example, some of the following are comments cited from Neufeld's study:

> - she was really glad we'd be there - to lighten her load, she made me welcome most of the time but when she taught subjects she asked us many times to leave, this made me feel unwelcome, there was little or no preplanning by my cooperating teacher, the students had been given an explanation prior to my arrival but there was no place for me in the class, I was put at a table in the back corner and was unable to see the entire class, I was given a box of old Christmas material and was told to make a unit plan for Language Arts for a 2 1/2 week period, my cooperating teacher had no interest in what I was doing, anytime I approached him for comments on what I was planning, he would tell me that I could do anything I wanted to, he had no interest in my lesson plans (pp. 196-197).

The above concerns are very common among student teachers. One does not have to search far to come up with similar lists of student teachers' concerns. The following comments from a long list provided by Hopkins (1987) illustrates this point.

> - don't feel I got much out of practicum, other teachers in school didn't make me feel welcome, I didn't gain experience I wanted, teacher did not know I was coming until the day I arrived, one of the cooperating teacher's classes was a computer class and I knew nothing about computers, faculty consultant twisted cooperating teacher's words to

> make it sound like I was failing, the cooperating teacher had not one clue of what he was to do or what was expected of him, I didn't have my own area to work in, I never had a key to doors, etc. when I needed them, my cooperating teacher was hesitant to let me teach in the academic class (math) even though it was my minor and I felt confident in it, cooperating teacher didn't always back me up when discipline problems occurred, student teachers are being used for "joe boys", cooperating teacher expected too much, cooperating teacher needs to be more understanding on student teacher's position, student teachers felt practicum was very stressful, better explanation to cooperating teachers as to what student teachers should do and what they don't have to do, don't expect student teacher to give lesson if it doesn't fit cooperating teacher's program, unit plans done at university are not used in school because they don't fit (pp. 74-77).

Dyke, Wiens and McCullough (1993) contend that the student teacher's real concern is for himself or herself and how he or she is doing. Similar results have been reported elsewhere (Avalos, 1989; Briggs & Richardson, 1992; Guillaume & Ryan, 1989).

Copas's (1984) study of student teachers' perceptions of critical requirements for elementary cooperating teachers concludes "...student teachers are concerned with their supervising teachers' behavior that directly affects them ..." (p. 53)

In a study that investigated the student teacher-cooperating teacher relationship, Horowitz (1968) notes that:

> Student teachers and cooperating teachers differ in their expectations for the role of the classroom teacher. ....Students are more idiographic and less nomothetic in their expectations than cooperating teachers are in theirs; that is, student teachers are more concerned with personal needs and less concerned with the expectations of others than are cooperating teachers

(p.322).

Tannehill and Zakrajsek (1988) corroborate this in their findings and state:

> In answering how they viewed the role of the cooperating teacher, these student teachers shared common expectations. They clearly saw the cooperating teacher as a mentor, someone who would direct and help them. Specifically, they expected their cooperating teacher to serve as the major resource and information center and to give them constructive criticism, specific feedback, and direction through observation of their needs. The majority indicated that they wanted their cooperating teachers to actively participate in the supervisory process and in their words; 'guide me, help me, show me, direct me, observe me, assist me, instruct me, and share with me (p.39).

This review seems to present two major conclusions. First, it seems that student teachers want from cooperating teachers not only clear and consistent expectations, positive feedback and careful evaluation but as Turney et al. (1982) state: "they also want a professional relationship to be established which includes a generous amount of trust, support, understanding and consideration" (p.62). The study done by Love and Swain (1980) further emphasizes this point by concluding that student teachers desire cooperating teachers who offer constructive criticism, share ideas and materials with them and provide such opportunities and support that they can experiment, innovate and develop teaching strategies on their own initiative.

Second, student teachers are concerned mainly about their interpersonal relationships with both cooperating teachers and college/university supervisors. In many of these relationships student teachers experience feelings of confusion and conflict which can detract from effective teaching performance. For example, student teachers may feel trapped between their cooperating teachers and the university/college supervisors if these two hold opposing views on some aspects of teaching. Trying to please and conform to both masters' beliefs and practices at the same time in such a situation may not only bring about a lot of confusion and conflict but also result in having adverse effects on the quality of the student teachers' overall performance.

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

Introduction

The purpose of the study was to increase understanding of the relationship between student teacher and cooperating teacher roles in the practicum and to enable student teachers and cooperating teachers to become more aware of their mutual roles within the practicum setting. Four cooperating teachers and three student teachers in one school setting were key informants in the research process as they participated in the nine week practicum in 1992 in Papua New Guinea. The data were obtained through a combination of field techniques.

This chapter attempts to discuss the basic tenets of the conceptual framework which led to the choice of the research design. This is followed by an account of the different procedures utilized in the study.

Choosing a Method

Since this research was undertaken with the intention of increasing understanding of the relationship between student teacher and cooperating teacher roles in the practicum and to enable student teachers and cooperating teachers to become more aware of their mutual roles within the practicum setting, a qualitative research approach was utilized. Where you want to get at their relationships between people, you need to spend time in the natural setting with the participants to get a lot of data from their perspective. Borg and Gall (1989) provide the following advantages for the qualitative research approach:

> 1. It provides a very complete picture of the environment being studied, and because these studies usually extend over many months, they give a longitudinal perspective not present in most educational research.
> 2. It is more likely than other research methods to lead to new insights and hypotheses.
> 3. The hypotheses or theories that are developed are grounded solidly in observational data gathered in a naturalistic setting.
> 4. Because the observer does not start with specific hypotheses, the observer is less likely than the conventional observer to overlook phenomena that do not fit one's expectations (p. 190).

Bogdan and Biklen (1992) outline five characteristics of qualitative research, noting that individual studies will, to various degrees, exhibit each of these traits. This study was no exception.

Typically in qualitative research, data collection takes place in a natural setting. The researcher is the key instrument in data collection and his or her insight is the instrument of analysis. "Qualitative researchers go to the particular setting under study because they are concerned with context. They feel that action can best be understood when it is observed in the setting in which it occurs" (Bogdan & Biklen, 1992, p.29). A second characteristic is that qualitative research is descriptive; details are important clues to understanding what is being studied, so that nothing is taken for granted. Thirdly, an understanding of the process through which people negotiate meaning in their day to day lives is of prime concern rather than the outcomes. Characteristically, too, data are analyzed inductively so that the picture reveals itself and a grounded theory results. Finally, the participants' own perspectives are the medium through which meaning is understood; because of this, those perspectives need to be captured accurately.

It was with this in mind that I entered the world of the student teachers and the cooperating teachers to see and observe them in action, to converse and hear their voices, to experience their worlds, to feel their realities, and to listen to their stories (Jolly, 1992).

The qualitative approach, with its emphasis on describing people, places and conversations, was an open-ended and natural way to explore the complexities of the research problem. Data were collected within the natural setting of one Provincial High School in Papua New Guinea and an emphasis was placed on both (a) describing the actual cooperating teacher-student teacher practices and processes that occurred daily during the course of the nine week practicum and on (b) gaining an understanding of the factors and influences that might have prompted those involvements. By approaching the research from an interpretivist perspective, it was anticipated that the important issues and themes would reveal themselves during the collection and analysis of data and provide a basis from which to understand both why the events occurred as they did and what this meant to the participants in the research.

Given the basic tenets of role theory and the intention of this study, I sought a research design which would allow for an understanding of the role relationships of the participants focusing specifically on how they perceived their own and each others' roles and the manner in which they function and interact with each other as they go about carrying out their respective roles within the social system of the school.

Role theory has been basically developed and employed by social scientists as a conceptual framework for analyzing how social systems work. Role analysis focuses on the effects of fairly well-established social structures and their concomitant role relationships on the behavior of participants. Wiseman and Aron (1970) as cited in the earlier chapter tell us that the concept "role" is only one in a constellation of related terms used in role analysis to study the behavior of individuals. These terms include counter role, role perception, role behaviour, role conflict and rights and obligations.

Deleff (1966) states that "people do not behave in a random manner but that their behaviour is influenced to some extent by their own expectations and those of others in the groups or society in which they participate. Deleff also states that every position is a part of an inclusive system of positions and no one position has any meaning apart from the other positions to which it is related" (p. 39). Deleff further states that "a person cannot enact a role for which he lacks the necessary role expectations, which, he says, are acquired through experience, either through intentional instruction or incidental learning" (p. 18). Deleff used these concepts to apply to the problem of defining and studying the role of the cooperating teacher and served as the basis for choosing faculty consultants, student teachers and cooperating teachers as alter-groups to study the role of the cooperating teacher.

Field Techniques

Field techniques that are part of the ethnographic method have long been considered basic to research in anthropology. In recent years, ethnography has developed a method of study most suitable to interpretive research in education. The researcher takes on the role of participant observer (Borg & Gall, 1989).

In discussing types of observer roles, Denzin (1970) suggests four that range from non-participation to complete participation. Spradley (1980) similarly identifies five types of participation that range along a continuum as is illustrated below (p. 58).

DEGREE OF INVOLVEMENT	TYPE OF PARTICIPATION
HIGH	Complete
	Active
	Moderate
LOW	Passive
(No involvement)	Nonparticipation

I took on the role of the participant as observer throughout the study. Denzin (1970) elaborates on this role by stating that "unlike the complete participant, the participant as observer makes his presence as an investigator known and attempts to form a series of relationships with his subjects such that they serve both as respondents and informants" (p.190). Spradley (1980) refers to it as moderate participation. He notes that "moderate participation occurs when the researcher seeks to maintain a balance between being an insider and an outsider, between participation and observation" (p.60). A recurrent objection to the qualitative, naturalistic approach to research in education relates to questions of reliability and validity. A discussion of these issues follows.

Validity and Reliability

Hutchinson (1988) notes that quantitative researchers frequently describe qualitative research as 'subjective' and therefore inherently unreliable and invalid. They regard the presence of the field researcher as an intrusive factor which inevitably influences the behaviour of the participants. They also maintain that participants may lie, distort the truth, or withhold vital information, and that in such cases the researcher is misled by incomplete, inaccurate, or biased data.

A rebuttal to such assertions according to Hutchinson would propose that while a participant observer may initially influence the setting, social and organizational constraints usually neutralize this distorting effect. Participants will become more concerned with meeting the demands of their own situation than with paying attention to, pleasing, or playing games with the researcher.

Issues of the reliability and validity of the study face all educational researchers. Judging the "trustworthiness" of inquiries conducted in the naturalistic mode has posed particular problems for those accustomed to inquiry in the positivistic vein (Borg & Gall, 1989). The naturalistic, qualitative inquiry paradigm results in variations in the ways problems of reliability and validity are approached in ethnographic and experimental research. LeCompte and Goetz (1982) who are well informed of this issue summarize the situation as follows:

> Ethnographic research differs from positivistic research, and its contributions to scientific progress lie in such differences. These may involve the data gathering that necessarily precedes hypothesis formulation and revision or may

> focus on descriptive investigation and analysis. By admitting into the research frame the subjective experiences of both participants and investigator, ethnography may provide a depth of understanding lacking in other approaches to investigation. Ignoring threats to credibility weakens the result of such research, whatever its purpose may be. However, addressing threats to credibility in ethnography requires different techniques from those used in experimental studies (p. 32).

Reliability refers to the extent to which studies can be replicated. Addressing the issue of reliability in the naturalistic paradigm is quite different than in the positivistic paradigm. Though replicability may be a relatively easy task to accomplish in a laboratory setting where standardized instruments and procedures are used, it may be difficult to achieve in a natural setting which relies on participant observation as a primary means of collecting data. According to LeCompte and Goetz (1982), replicability is impossible to achieve unless the researcher provides a precise identification and a thorough description of the social role held by the researcher within the studied group, of the informants and the decision process invoked in their choice, of the social context within which data were gathered, of the theoretical premises and constructs underlying the research and of the strategies used to collect and analyze the data. Guba (1981) refers to this process as establishing an "audit trail" that will make it possible for an external auditor to examine the processes used during the study and at the completion of the study.

Reliability is also concerned with the extent to which there is interobserver agreement on the sets of meanings used to describe the phenomena under study. There are many strategies a researcher can use to reduce the threat of problems of internal reliability. Researchers are encouraged to include in their reports a lot of primary data in order to substantiate their inferred categories of analysis. The credibility of ethnographic research depends to a large extent on providing the reader with multiple examples from the field notes. LeCompte and Goetz (1982) in this regard state:

> Low-inference descriptors, phrased in terms as concrete and precise as possible, are mandated for all ethnographic research. These include verbatim accounts of what people say as well as narratives of behaviour and activity (p. 41).

Researchers may also guard against threats to internal reliability by utilizing multiple researchers, enlisting the aid of local informants, peer examination, and the use of mechanically recorded data so as to preserve the raw data for further investigation and confirmation.

In a general sense, validity refers to the accuracy of the data presented in a research study. As Boyce (1983) suggests, the criteria and evidence for the validity of the description and explanation rest in the accurate portrayal of the subject's world.

Every effort was made to ensure that this research is credible, dependable, and as transferrable as possible. Foster (1989) lists six variables used to evaluate a qualitative study. She states:

> Six variables .... should be used to evaluate the adequacy of a qualitative study. These are time, place, social circumstance, language, intimacy and consensus. These relate both to the conditions under which that data were gathered and the homogeneity amongst the information gained from individual informants. In discussing the criterion of time Homans notes that the observer must spend sufficient time in the setting to enable adequate contacts to be made and to establish rapport with informants.
>
> The criterion of place refers to the fact that the closer the researcher is to the people he studies the more accurate will be his interpretation of the situation. However, care must be exercised in that the researcher must avoid becoming so much a part of the group that objectivity is lost. The criterion of social circumstance is discussed later and refers to the variety of reported situations in which the behavior is observed.
>
> The fourth criterion of language maintains that the more familiar the observer is with the language of the participants the greater the accuracy of the interpretations. Similarly, the greater the degree of intimacy that the observer establishes with the informants the more accurate will be the observations until the researcher reaches the stage of "going native", which again results in a loss of objectivity. The final criterion is that of consensus, the more the observer confirms the expressed meaning of the informants with other informants the greater the accuracy of the interpretations (pp. 47-48).

In order to ensure the above conditions, I spent the nine weeks of the practicum in the one school with the participants. The different situations in which I participated and observed during that time included extensive hours over the duration of the practicum in the staff room, in the participants' offices, school assemblies, staff meetings, professional development activities, recreation activities, formal and informal social functions and countless personal and group conversations with the participants. The participants and I all conversed in the same language which allowed for more precise and accurate interpretations and understanding of the situation. Every participant was given adequate opportunity to discuss issues as well as verify, correct and elaborate all transcribed material.

Good research practice obligates a researcher to triangulate, "that is, to use multiple methods, data sources, and researchers to enhance the validity of research findings. Regardless of which philosophical, espistemological, or methodological perspectives an evaluator is working from, it is necessary to use multiple methods and sources of data in the execution of a study in order to withstand critique by colleagues" (Mathison, 1988, p. 13). Mathison contends that triangulation is worthwhile and that research and evaluation will be improved by such a practice. Miles and Huberman (1984) similarly note that triangulation is typically perceived to be a strategy for improving the validity of research or evaluation findings. They continue "triangulation is supposed to support a finding by showing that independent measures of it agree with it or, at least, don't contradict it" (p. 235). In this study I utilized a variety of data collection techniques to fulfill this need.

The Research Process

The Setting

This research was carried out in Papua New Guinea in the Spring of 1992. Prior to my leaving the University of Alberta, letters regarding my proposed study were sent to the appropriate authorities of both the National Department of Education and the University of Papua New Guinea with copies to all those who were affected. These included the Dean, the Head, the teaching practice co-ordinator and the education students of the Faculty of Education - University of Papua New Guinea and the Headmaster and the teachers of the participating high school (see appendices B and C).

I spent four months in Papua New Guinea collecting the data. During the first six weeks prior to the practicum I was mainly involved with the preparatory aspects of the research such as negotiating entry and identifying participants. This included meetings with student teachers, university supervisors, the headmaster and teachers of the school where the study took place, and other required officials both from the University of Papua New Guinea and the National Department of Education. The purposes of these meetings were to follow up with the letters that were sent from the University of Alberta prior to my leaving for Papua New Guinea.

The participants of the study were identified during this initial period. This was done in close consultation with the student teachers and teaching practice co-ordinator of the

University of Papua New Guinea and the teachers and the headmaster of the respective school. Once the participants were all known, I then arranged to meet with them at their own convenience of place and time to establish rapport and explain the purpose of my study as well as to answer any questions that they may have had then. Lincoln and Guba (1985) note:

> Trust is not established once and for all; it is fragile, and even trust that have been a long time building can be destroyed overnight in the face of an ill advised action (p.257).

Throughout the study, I made every attempt to remain sensitive to issues which may affect the relationship, including vigilance in making and keeping appointments, remaining flexible in arranging for times and places for meetings, going by the participants' timetables, constant perception checks and maintaining their anonymity.

The fact that I was a fellow country man of the participants with the same general kind of background and understanding of the culture made life much easier than it might have been for an outsider. However, even having said that, I took care in my interviews and conversations with the participants not to express approval or disapproval for any particular statement or action. I strove to play the role of an active and impartial observer and listener. As well, confidentiality and anonymity were continually assured. There did not seem to be any reluctance on the part of the participants to share their thoughts and feelings with me whom they took for nothing other than a fellow country man. As well, social gatherings were held on a fortnightly basis in an informal setting such as a restaurant, staff room or teachers' houses. These social gatherings proved very fruitful in breaking down any predetermined mode of interacting that may have existed between me and the participants. As the research project carried on, I believed that a trusting, open relationship had developed between myself and each participant.

The Participants

The three students from the University of Papua New Guinea who took up placements at the same Provincial High School together with the four supervising teachers they were assigned to become the key informants during the course of this study. All the participants were selected merely on their willingness to take part in this study. A couple of schools were approached and this particular school was selected on the basis of the willingness of its staff to participate in the study.

What follows is a brief account of the participants in the study to provide the reader with basic information on each of the participant. I have exercised a great deal of caution in preparing these accounts, because for information such as these there is always the risk of revealing the identities of those involved.

The Student Teachers

None of the student teachers was married. Peter, Chris and Daniel, all in their twenties, were very pleasant individuals. Peter, who was the most outspoken and the oldest of the three had spent five years in the army prior to pursuing his studies. Having had five years of work experience behind him, Peter seemed more comfortable and relaxed in most of our conversations and was always quick to compare his previous training in the army and work experience with that of his student life. Peter especially enjoyed life in the army despite the discipline aspect of it.

Peter had never really made a conscious choice to pursue a career as a teacher. In fact, one of his major reasons for enrolling in the teacher education program was that both of his sisters and his fiancee who were all teachers, spoke very highly of their jobs. Peter always seemed very eager to learn new things and take on new challenges.

Unlike Peter, Chris had no work experience. He entered the university straight after the completion of his post secondary education. Chris was generally a shy person who did not joke as much as Peter. Neither was he a story teller, however, whenever he was serious about something that affected or caused him concern, he would make sure that he is heard and the conversation lasts as long as it needs to be.

Chris, who had a brother undergoing his initial training stages in the army at that time, was able to relate to some of the issues Peter related to on several occasions. He had always wanted to be a teacher since his parents (now retired) had both been teaching in elementary schools.

Daniel, like Chris who had no work experience, also entered the university straight upon completion of his post secondary education. He was quiet, very hard working and the most serious of the three. He hardly ever joked and always took things seriously. His inputs in any conversation were always upfront and to the point. Like Chris, Daniel had always wanted to become a teacher because of all the positive experiences he had had over his schooling years with his teachers. Daniel was quoted on numerous times as saying:

> No matter what happens I will always remain a teacher.

The Cooperating Teachers

Only one of the four cooperating teachers was married. Mrs. Lama, Ms. Mela, Ms. Ranu and Mr. Java, all in their thirties and forties were great individuals. Mrs. Lama who was very outgoing had taught for many years and had had more student teachers than any of her colleagues. She was a mother of three and always seemed very busy. During her years in the profession, she taugnt in a number of schools and had taken on the role of the school liaison officer for four consecutive years. She had had student teachers for ten out of the fifteen years that she had taught.

Ms. Ranu was in her eighth year of teaching. She had the experience of working with student teachers for five years. Being quiet as she was, she had little input during conversations unless she was asked to do so and kept to herself most of the time. However, she was always the first to ask about anything that she wasn't sure of or wanted more information on regarding her profession.

Ms. Mela, the most outspoken of the four cooperating teachers was in her tenth year of teaching. Unlike her colleagues who were housed at the school, Ms. Mela had to be driven to school every day from her home which took over two hours of travelling. She had had student teachers in every year that she had taught.

The youngest of the four cooperating teachers was only in his third year of teaching. Mr. Java who was head of the Social Science Department did his teaching practice in the same school. He had student teachers in his second year of teaching.

The Role of the Researcher

I was well aware of the critical role I played in the research process. I was sensitive to the need to show empathy toward the participants while at the same time striving to be impartial and non directive. As Kerlinger (1973) indicates, the researcher's ability to become a sensitive research instrument can be a strength and a weakness:

> The observer must digest the information derived from his observations and then make inferences about constructs. .... The strength is that the observer can relate the observed behavior to the constructs or variables of a study: he brings behavior and construct together. .... The basic weakness of the observer is that he can make quite incorrect inferences from observations (p. 28).

My role as researcher was clearly spelled out to all the participants. Rather than adopting any assessing role, I took on the role of the participant as observer, mentioned earlier, throughout the study. Thus, my role was simply to observe the experiences and interact with the participants in an attempt to understand as much as possible their perceptions of their own and each others' roles. It was not in any way my stated role to make them better student teachers and or cooperating teachers.

Being the previous teaching practice co-ordinator of the University of Papua New Guinea prior to leaving for graduate studies, I was very familiar with the teacher education program and in particular with the practicum which provided several advantages. The practicum could be interpreted within the context of the whole teacher education program and an understanding of the situation was present that may not have been available to an outsider.

Ethical Considerations

Informants, as Spradley (1980) asserts, are human beings with problems, concerns, and interests. The values held by any particular researcher may not always coincide with those held by informants. According to Spradley, the researcher doing field work is always faced with conflicting values and a wide range of possibilities which include some of the following questions:

> Should I tape record what an informant says or merely make a written record? How will I use the data collected and should I tell informants how it will be used? If I observe someone who engages in illegal behavior, should I make my field notes inaccessible to the police? Whenever faced by choices such as these, the decision will necessarily involve an appeal to some set of ethical principles based on underlying values (p.20).

Every researcher, whether student or professional, must consider a number of ethical issues in doing field work. For this study, as stated earlier, authorization was obtained in accordance with the guidelines of the University of Alberta. All participants were selected merely on their willingness to take part in the study. All information was held in confidence and anonymity was provided by changing the participants' names in the study. Also, all data interpretations were shared and negotiated with the participants throughout the study. Participants were also notified of the freedom to withdraw at anytime without penalty.

Data Gathering Process

A variety of data collection techniques were utilized in the study. It is my belief that the use of a combination of data gathering techniques to examine a research question will lead to a more accurate portrayal of the phenomenon in question. This approach as described earlier is referred to as triangulation. The value of triangulation as Mathison (1988) puts it "is not a technological solution to a data collection and analysis problem, it is a technique which provides more and better evidence from which researchers can construct meaningful propositions about the social world. The value of triangulation lies in providing evidence such that the researcher can construct explanations of the social phenomena from which they arise" (p. 15).

Informant Interviewing:

Bogdan and Biklen (1992) state:

> the interview is best to gather descriptive data in the subject's own words so that the researcher can develop insight on how subjects interpret some piece of the world (p.96).

The purpose of interviews in this study was to enable me to find out how the cooperating teachers and student teachers each perceive his/her own role and the role of the significant other prior to, during and after the practicum. The interviews also enabled me to elicit from both student teachers and cooperating teachers how they define the purpose of teaching practice and the concerns they have about the supervising process between themselves.

Apart from the many conversations that took place, there were three formal interview sessions - a pre-practicum interview, mid-practicum interview and post-practicum interview. The questions for the pre-practicum interviews were designed on the basis of the research questions (see appendices E and F) whilst those for the mid- and post-practicum were designed on the basis of the pre-practicum interviews and the emerging questions from the observations and journal entries (refer to appendices G to J). All the interviews were dialogical in nature with the participants speaking of those events and experiences that have taken on significance during that particular period of time. Every attempt was made to use open-ended questions as much as possible. An audio-tape recorder was used during the interviews which was later transcribed for analysis.

The place and time of all the interviews were at the convenience of all the participants. Interviews with the cooperating teachers were conducted at the school during the noon hours. The headmaster usually made arrangements to have his office available for this purpose. The interviews with the student teachers were conducted in my office space at the university during the weekends. There was no predetermined period of time allocated for each interview session, however on the average the duration of the interview varied from 60 minutes to 90 minutes in length. The tape-recorded material was transcribed to obtain 200 pages of hand-written interview data.

Interview guide questions for the three interview sessions for both groups of participants are to be found in

Appendices E-J respectively. All the participants were pleasant and most cooperative throughout the three interviews and they made every effort to answer the questions fully and often did not hesitate to ask for clarification when questions were not understood or appeared vague. Both groups of participants wanted to be interviewed in a group and not individually, hence that was the manner in which all the interviews were conducted. Participants in both groups indicated that they did not want to be interviewed alone because each wanted to hear and learn from what the others in the group had to say as well as to share their experiences and concerns with the group.

Weekly Journal

Writing about journalling, Janesick (1981) asserts:

> Reflection and self-evaluation remain part of our lives as teachers in varying degrees at various points in development. With the simple tools of pen and paper, keeping a classroom journal is a straight forward attempt to make us reflect on our experience and give meaning to it in a positive, informal, and enriching manner (pp. 8-9).

Mills (1990) similarly states that journals provide pathways for new discoveries, realizations and awareness. Journals can be a useful vehicle by which the researcher may discover the intimate thoughts and opinions of another.

As an integral part of their student teaching, the three student teachers were asked to write a weekly summary of their experiences and feelings. The four cooperating teachers were asked to do the same. In consideration of the pressures felt by both groups of participants, a daily diary was not requested. Mills writes:

> If journals are to be used in teacher education as vehicles by which student teachers explore and learn, perhaps the most important consideration, when introducing journals, is to allow freedom for the students to write in order to meet their needs (p.129).

As such, freedom was given to the participants in this study although some focus questions were given in the beginning to enable them to begin writing. These focus questions were developed on the basis of the research questions and the main aim of this study (see Appendices K and L).

These questions were in no way prescriptive but rather were meant to serve as possible guides or cues to stimulate the participants to recall events and feelings that had occurred during the week. The participants were told, however, that they could leave the questions aside and simply express themselves as they so desired. As it turned out all the three student teachers but only two of the four cooperating teachers maintained their weekly journals. The two who did not keep their journals indicated that they just could not afford the time to attend to their respective journals.

Informal Group Sessions

As a means of establishing rapport with the participants as well as obtaining additional understandings, I met with each group of participants in an informal setting on a fortnightly basis. At these sessions, I attempted to let the conversation take its normal course and intervened as little as possible. The social meetings provided both groups of participants being studied with the opportunity to share their experiences and concerns with their colleagues involved in similar situations. The participants were eager to relate to each of the others experiences which they had had during the previous two weeks. I did not find it necessary to steer the conversation in the direction of "what it was like to be a student teacher" or "cooperating teacher". The conversation would naturally lead to their student teaching and supervising experiences.

I found these social gatherings to be a most valuable source of information. Participants wanted to talk, to share and to describe their experiences and concerns to each other, more so for the student teachers than the cooperating teachers. Outside the confines of the school setting, and in the presence of their peers, the three student teachers in particular were willing to drop their "cover" and to talk freely. Of most interest was what the participants said to each other. This information provided me with a more accurate portrayal of what it was really like to be a student teacher and a cooperating teacher respectively. Upon returning from these informal group sessions, I would write my recollections of the conversation and my tentative interpretations of some of the underlying meanings in my field journal.

Several attempts to bring both groups of participants together failed and so the informal sessions pretty much remained the same way. I would meet with the cooperating teachers on one Friday evening and the student teachers the following Friday evening.

Observation

Observation as a means of increasing one's knowledge is basic to the investigation of almost any phenomenon. Some types of social action can be truly understood and appreciated when they are actually witnessed - seen in the flesh (Patton, 1990; Wiseman & Aron, 1970). Observation is particularly useful for gaining insight into a respondent's habitual round of activities. The average person seldom sees these activities as sociologically significant and rarely reports them to the researcher during an interview (Bogdan & Biklen 1992).

Observation of the participants in the school setting was a primary data source in this study. I observed each participant on a daily basis for the whole nine week period of the teaching practice. This permitted me to experience part of the lived reality of both the student teacher and the cooperating teacher. I attempted to link the information gathered by comparing the following suggestions of Wilson (1977):

a) What a subject says in response to a question.
b) What he says to other people.
c) What he says in various situations.
d) What he says at various times.
e) What he actually does in the classroom.
f) Various non-verbal signals.

g) What those who are significant to the person feel, say and do. (pp. 256-257).

Direct observation allowed the establishment of greater trust and confidence toward the researcher on the part of the participants. I was seen as familiar with the situation and therefore was allowed to share in the life worlds of both the student teacher and the cooperating teacher.

Field Notes

Field notes as Bogdan and Biklen (1992) suggest consist of two kinds of materials. The first is descriptive, in which the concern is to capture a word-picture of the setting, people, actions, and conversations as observed. The other is reflective -- the part that captures more of the observer's frame of mind, ideas, and concerns.

The researcher maintained both kinds of notes. The descriptive part of the field notes which was by far the longest represented the researcher's best effort to record objectively the details of what had occurred daily. The goal was to capture the slice of life. Aware that all description to some degree represents choices and judgements -- decisions about what to put down, the exact words to use, the researcher strived for accuracy under these limitations (Bogdan & Biklen, 1992).

The reflective part of the field notes contained sentences and paragraphs that reflected a more personal account of the course of the inquiry. Here the more subjective side of my journey was recorded. The emphasis was on speculation, my feelings, problems, ideas, hunches, impressions, and prejudices. Also included was material in which I laid out plans on my next course of action as well as clarify and correct mistakes or misunderstandings in my field notes. The expectation as Bogdan and Biklen (1992) rightly assert "is that you let it all hang out: Confess your mistakes, your inadequacies, your prejudices, your likes and dislikes. Speculate about what you think you are learning, what you are going to do next, and what the outcome of the study is going to be" (p. 121).

By maintaining both kinds of field notes I was able to have a feel for what was happening and where I was going. The field notes also proved to be of most value in the later stages of data analysis. By reviewing the notes, I was often able to recreate the original mood and setting in which the events had taken place. As well, by analyzing the interpretations, recollections and reflections in the field notes, it became possible for me to stand back and examine in a more objective fashion my underlying values and attitudes.

Data Analysis

Spradley (1980) notes "that analysis of any kind involves a way of thinking. It refers to the systematic examination of something to determine its parts, the relationships among parts, and their relationships to the whole. Analysis is a search for patterns" (p.85).

The actual analysis of these data was a task far greater in magnitude than I had imagined. Numerous efforts to review the suggestions by Bogdan and Biklen (1992), Hutchinson (1988), Patton (1990) and Turner (1982) were made in an attempt to overcome this nightmare I had on actually how to physically handle all the pages of written material I had. All these authors in fact offer useful accounts of ways in which large quantities of written material can be put into manageable form. For example, Hutchinson (1988) describes the process of "saturation" as identified by Glaser and Strauss (1967). They describe the process as establishing categories and identifying inter-relationships and Turner (1981) offers a nine-stage model of what MacKinnon (1987) calls prescription for the manipulation of raw data into refined analysis (the development of grounded theory). Rather than describe Hutchinson's saturation process or each of Turner's nine stages, I will attempt to describe how I dealt with my data. I found Bogdan and Biklen's (1992) suggestions on the actual techniques of working with data and Patton's (1990) strategies for content analysis as useful techniques to be conducive to the nature of my study as well as my own learning process. These authors describe explicit guidelines and stages of analysis which appeared clear through my readings. However, the process of following these authors' strategies and what actually happened as a result of my own technique was quite different.

MacKinnon (1987) followed his own formula, matching his methodological design to the data which he collected. He was cautious not to haphazardly accept any form of "qualitative" research design, but to let the data speak to the researcher. He explained that there were many ways to physically handle the data.

Bogdan and Biklen (1992) similarly assert that having a scheme to analyze your data is crucial; the particular scheme you choose is not. Bogdan and Biklen (1992) note that developing a coding system involves several steps: "you search through your data for regularities and patterns as well as for topics your data cover, and then you write down words and phrases to represent these topics and patterns. These words and phrases are coding categories" (p. 165). Particular research questions and concerns generate certain categories and certain theoretical approaches and academic discipline suggest particular coding schemes according to Bogdan and Biklen.

The chronological record I maintained during the course of my study included descriptive and reflective field notes, interview transcripts, participants' journals and observational notes. My field notes and interview transcripts were all handwritten and kept in separate books which already had page numbers. A two-inch margin was left on the left hand side of each page to allow adequate room for coding and comments. The text on each page was written to contain many paragraphs which were also numbered. As well as that, every line of each page was numbered to make it easier to retrieve data during the analysis.

My field notes were analysed first. These included both my observational and descriptive notes and my reflective notes. As the pages, paragraphs and lines of each page of the book were already numbered I was able to assign specific references to specific units of data for reference and retrieval purposes. For example, whenever I came across a reference to DFN-14-3-10->15, I knew that it stood for "descriptive field notes, page 14, paragraph 3, lines 10 to 15 on that particular page". By the same token RFN-35-1-1->5 would refer to "reflective field notes to be found on page 35 of the first paragraph from lines one to five".

After the data was numerically ordered on paper, long undisturbed periods were devoted to reading the data over and over again to get a sense of the totality of the data. Preliminary lists of coding categories were developed during these reading and re-reading sessions. Each paragraph had a category given to it which identified its central issue or concern. This category was then written at the top of a large file card and the page, paragraph and line references noted below it. A stack of note cards were needed for this exercise. As I read through my field notes and came across paragraphs which referred to the same category, I retrieved that same card and noted the page, paragraph and line numbers on it. Other paragraphs which alluded to different issues would receive different labels accordingly, and these were duly noted on separate file cards.

The analysis of the data from the interviews and the participants' journal entries were handled in the similar manner. As with the previous data, each issue or concern that I identified was given a category and entered on a large file card. Different coloured cards were used to distinguish the participants. Then the coded entry was written below. For example, an entry that was coded J-I2-5-8-19->25 was read and interpreted as "Mr. Java, interview two, page 5, paragraph 8, lines 19 to 25 on that page". Similarly, P-JE-10-4-15->18 was read as "Peter, journal entry, page 10, paragraph 4, lines 15 to 18 on that page". This process was followed for each of the participants.

The researcher again re-read the material checking the labelling to ensure nothing had been missed. Once the categories had been identified they appeared to cluster together into four broad areas.

The four areas identified are the practicum as experienced in the student teacher role, the practicum as experienced in the cooperating teacher role, the perceptions of roles and cooperating teacher-student teacher relationships.

From these four broad areas, eight themes emerged as will be discussed in chapters four and five.

Summary

This chapter focused on the methodology used in this research. I described the different techniques employed, particularly how I used fieldnotes, interviews and journals as the main source of data collection and how the interpretation process developed which led to the emergence of the themes to be discussed in the chapters that follow.

CHAPTER 4

THE PRACTICUM AS EXPERIENCED IN THE STUDENT TEACHER ROLE

> What a life! So this is what it really means to be a student teacher during teaching practice. Constant headaches, sleepless nights, work, work, and more work. I have never lived such a life before .... I mean life these days is nothing more than that of pressure, confusion and conflict (Peter).

Introduction

Student teachers generally live a stressful life during the practicum phases of their initial training (Calanchie, 1990; McVea, 1992; Neufeld, 1992). Feelings of eager expectancy mingled with those of anxiety and uncertainty normally become a preoccupation in the final days leading up to the practicum (Schwebel et al., 1992).

In this chapter, the practicum as experienced in the student teacher role is discussed in the following interrelated themes:

1. Anticipating the Practicum: Moments of Excitement and Uncertainty
2. Role Definition: Living with Conformity
3. Caught Between Two Worlds: Living with Ambiguity
4. Evaluation: Having to Perform Before a Pair of Watchful Eyes
5. Living Under Constant Pressure (Stress)

Theme One - Anticipating the Practicum: Moments of Excitement and Uncertainty

> Teaching practice is very important for us and let's face it, for the next nine weeks we will be living in a very different kind of life. It's like going to a completely foreign place and having to quickly adapt and adjust to so many things within that culture in order to survive. I'm looking forward to it but I must admit I'm really nervous about the whole thing (Chris).

The three student teachers in this study who were all males perceived the practicum as the most important component of their four-year B.Ed. program as it was to provide "hands on" experience for them. The following excerpts from the pre-practicum interview illustrate this well:

> It will be more or less to get away from being a student like I've been a student all my life and this will be my turn to stand as a teacher in front of the class and do the real thing. So I see this event as the most important part of my whole B.Ed. program (Chris).

Chris admits that it is not going to be easy:

> That's the thing, it's not going to be easy and at this time I am still nervous. I'm one who is always nervous about every little thing and I think its going to be a frightening experience at first but in any case this is the most important phase of our training where we are going to have first hand experience of what teaching is all about.

Agreeing with Chris, Daniel views it as a great challenge:

> In addition to what Chris has said, I think it's going to be a great challenge in that for the last 15 years or so we

> have been sitting as students behind desks and now, well, we will be actually standing in front teaching real kids, 40-50 kids in a real classroom, so that in itself is going to be a great challenge and its important because I hope it can also give us some confidence.

Acknowledging his colleagues' comments, Peter relates teaching practice to initiation ceremonies:

> I know its not going to be easy when you are trying to put all or some of those theories into practice, you know I can't help relating teaching practice to our initiation ceremonies. Yes, I can almost see myself going through all those many different obstacles, being put to every available test by the village elders to see if I am fit and able to pass on from a dependant child to an independent man to live and survive on my own. I think it's basically the same story with teaching practice but in a different context.

Over seven hundred different initiation ceremonies are performed in Papua New Guinea. One thing they all have in common is to pass on the tribe's secret and mysterious knowledge to the young men and women when they become adults. However the actual rituals (songs, dances etc.) may differ from tribe to tribe, one thing every participant knows is that only the fittest will survive in the end. It's a very difficult test. Many are in fact life threatening. Some acts for example may include very severe physical beatings which result in broken bones and loss of much blood since no medical treatment is given during these ceremonies. Another requirement may be for the participants to go without food and water for months to test their real manhood and womanhood strengths. The three students all have gone through some sort of initiation within their respective tribes and were able to relate to the practicum when this was mentioned by Peter.

Teaching practice was generally defined as experiencing the "real" world, putting theory into practice under some guidance and scrutiny. It was also viewed as a time to learn about other things beyond the boundaries of the school classroom.

> Teaching practice to me means going out to the field and actually experiencing what it is like out there in the "real" world because we've been learning how to teach students all this time and so this teaching experience will enable us to go out there in the real classroom and put into practice what we have been taught, in other words teaching practice means it's the time to put all or some of those theory that we've been learning into actual practice (Chris).
>
> And also, okay, all my teaching will be supervised and assessed by a supervisor who I think is basically going to groom me up and put me in line when I actually graduate and become a real teacher. What I'm trying to say is that teaching practice is a time of guided practice (Peter).
>
> In addition, I think teaching practice is a period when we will be getting involved not only in the sense that we will be getting first hand experience regarding teaching, planning, classroom management and things like that but it is a time when we will be learning about other things beyond the boundaries of the classroom and even the school as a whole. For example, learning about the inspection policies, promotions, salary scales and so forth (Daniel).

The practicum hardly came up in conversation prior to the posting of individual placements. I was quite surprised at first knowing well that this was their professional year and this practicum would be the only one of its kind -- the first and the last for them. However, once the placements were finalized and made known to the students by the teaching practice co-ordinator, I promptly realized how important the practicum was in their eyes; it wasn't that they were unmindful of its approach, it was just that their time was fully occupied with academic pursuits on campus.

At the beginning of the week preceding the teaching practice, the co-ordinator during the final briefing articulated what everybody already knew. If there were any doubts about the significance of the practicum, he quickly dissolved them by saying: "Your teaching practice results will determine whether or not you will be graduating at the end of this year". He also defined academic coursework in relation to the teaching practice, saying: "You can have As and Bs all the way, but failing teaching practice will mean ....".

Anticipating what would actually occur in the practicum and how they would make out as teachers on a typical teaching day became a preoccupation in the final days preceding the actual practicum. The student teachers expressed feelings of eager expectancy mingled with those of anxiety and uncertainty about the forthcoming practicum experience. The following comments illustrate this well. For Peter, among other things, it is nervousness and being continuously on the move:

> Although I'm really looking forward to it, at the same time I think it's just going to be nervousness. Yes nervous, you know, (we all laugh) and okay, apart from moving or going from one classroom to another, uh well, a typical lesson will kick off after all the students have come in and settled down in their seats.
>
> And of course you are not quite finished yet when the bell rings for the next period and you panic and say, "okay we will continue next time, close your books and hurry to your next lesson". When that class is gone you quickly try to recuperate or bring yourself together before starting a new lesson with another class. If you are not teaching the following period then of course there are always more lessons to prepare for or tests to write, books to mark etc.... You know you are always on the move.

Chris is more concerned with keeping his self confidence and besides, he also hopes to see himself working closely with the supervising teachers and learning a great deal from them:

> The most obvious thing I see myself doing on a typical teaching day is desperately trying to keep my confidence and not start shaking in front of 40-50 pairs of eyes all staring at me and you know you have to be confident to show that you are a teacher and I'm afraid I'm not up to that state yet. Apart from this I hope to see myself working closely with the supervising teachers and learning a lot of new things from them.

As for Daniel it is mainly the time factor, trying to cover so much in 40 minutes and having to deal with classroom discipline at the same time:

> I see timing to be a big factor because everything has to be taught within a certain time like 40 minutes and I'm not good at that. Another thing is disci-

> pline and class control like you know having to deal with classroom discipline all day constantly struggling to keep everything in order.
>
> I mean, don't take me wrong because I can see myself doing a good job but it's these two factors that I'm really concerned about and I hope I don't encounter them anyway.

Other anxieties expressed included possible identity crisis, not really knowing where and how to start on day one of the practicum, not knowing who their cooperating teachers were and not only how they were going to relate to them but also to the other members of the school staff and to the student body as a whole.

Peter describes what he terms as identity crisis:

> What has been bothering me all this time is our identity, like okay, this is the boundary and we will be sitting on a fence. We are students but at the same time we are going to be teachers as from next Monday and so how are we going to see ourselves and how are the others going to see us? I can see identity crisis emerging and this may lead to conflict of interest in some areas.

Daniel and Chris are more concerned about not knowing where and how to start on the first day of the practicum and, moreover, not having the school programs in hand:

> Where and how do we start on the first day of the practicum? That's what's been bothering me all this time. I mean we don't even have the programs from the school we are going to and we have not done any pre-planning. I just don't know what to do next Monday and thank God it's going to be an observation week.

> But even after the observation week I still don't know how I'm going to plan individual lessons to teach from the school program that they are going to give (Daniel).
>
> I also feel the same way, and what bothers me is that why didn't the schools send in their programs a week or two ago to give us ample time to plan some of our lessons with our university lecturers and if necessary we could have contacted the schools for help and I don't know, but I think that would have helped cut down on some of this unnecessary anxiety that surrounds us (Chris).

All three student teachers were very anxious about who their cooperating teachers were going to be and how they were going to relate to them apart from the other staff and the student body:

> I don't know about you two (referring to Daniel and Chris), but one other thing that concerns me is that I don't know who my cooperating teachers are and whether they are going to be helpful and easy to get along with, males or females, married or single and you know all these different factors can affect our relationship one way or another (Peter).
>
> Yes, I agree Peter, you know the relationship factor, I think that's important. How are they going to treat us? Are they going to treat us like little pre-mature student teachers or as young colleagues? One way or the other the success of our teaching practice largely rests with them (Chris).
>
> Yes, it's a frightening thought when I come to think of it and but don't forget there are other teachers as well in the school, how are they going to treat us and not forgetting the students. Are the students even going to respect us as

> teachers? I really don't know and in fact I don't want to even think about this because it's very scary (Daniel).

Supervision of workparades where students engage in manual work such as lawn mowing and digging ditches, sports and study periods were anticipated to be the major problematic events since it has been common knowledge over the years that supervising these activities for students in the city schools has not been particularly easy. As Peter comments:

> Since this is a city school I don't know whether it will be easy to supervise any outdoor activities like sports and workparades, because students in city schools are known to disobey and question their teachers. And especially when they know that we are only student teachers, they can really give us a rough ride.

Chris agrees and adds:

> Not necessarily outdoor activities only, because when it comes to supervising study periods, we, I am sure as student teachers will have a lot of hard time getting the students to settle down to study and do their homework because when the bell rings at the end of the last period, students' minds are no longer in school.

Teaching or coaching some sport or activity that one may not be familiar with as part of one's extra curricular duties can also create problems as Daniel, himself a soccer player, puts it:

> I just hope that for extra curricular activities I am not asked to teach or coach some sport that I don't know about. Like for soccer, that's okay. I know the rules of the game fairly well but if I'm

> asked to help out with rugby or basketball, oh boy! I'll just die (we all laugh).

Despite all the pessimism, the student teachers also showed some optimism. For Chris it has to do with what he calls the "real life" experience of teaching in a "real life" classroom as he elaborates:

> The rewarding event for me in this practicum I see will be the "real life" experience of teaching in a "real life" classroom and by this I mean by the end of the practicum I would have had the first "hands on" experience of teaching a full class of 45-50 students for a full 40 minutes. I mean this is real teaching compared to the 5-10 students we have been teaching for 20 minutes or less for our micro teaching all this time.

Peter shares the same ideas as Chris and says:

> It's the whole process of teaching. You plan, you teach, you test, you correct the tests, record marks, discipline students and so forth. I mean all this is "first hand" experience and I will feel good after having done all these things despite some difficulties that I might have to go through.

Daniel agrees with his two colleagues and adds:

> I think attending staff meetings and taking part in school inservice sessions and taking an active role in similar activities are all events I see as "first hand" experience and these can be very rewarding.

Student teachers are placed in stressful, challenging, wearing and exhilarating situations during the practicum phase(s) of their program (Neufeld, 1992).

Student teaching is usually the culminating activity before the awarding of the baccalaureate degree (Briggs & Richardson, 1992). They continue, "when entering the classroom, student teachers face many problems that could be considered harbingers of future conflicts. This is readily understandable because the first attempt at teaching groups of children ..... is a traumatic experience" (p.268). Nevertheless, the student teaching component of the teacher training program is perceived by most students as the single most productive experience in their professional education (Dyke, Wiens & McCullough, 1993; Funk et al., 1982; Raju, 1990; Ryan, 1989).

Fennel (1992) similarly writes:

> Many education students regard the practicum component of their teacher education program as highly valuable in the process of becoming a teacher (p. 198).

Likewise, student teaching can be anxiety producing. Anxiety arises when feelings of self-adequacy and security are threatened. The experience of student teaching contains several possibilities for such anxiety. Sinclair (1980) interviewed teacher education majors and found that most anxiety stems from concerns about fulfilling expectations, relating to pupils, relating to cooperating teachers and supervisors, and achieving lesson goals. By the same token, Henry and Beasley (1989) write:

> The feelings of a student teacher prior and during teaching practice range from a

> series of concerns. The initial feelings are likely to be a concern for survival and meeting one's own needs, including to be respected, to be liked and to belong (p.9).

Kalekin-Fishman and Kornfeld (1991) corroborate the above claims and state that teaching practice does in fact place student teachers in a disheartening situation. "Justified fears of incompetence exacerbate anxieties, and students often have to cope with feelings of inadequacy. Although able to deal with the responsibilities of adults, they are neophytes when they reach the stage of practice teaching in a school" (pp.151-152).

Anderson, Major and Mitchell (1992) similarly write:

> .... all at the same time, they feel excitement, discomfort, fear, uncertainty, and eagerness. They are between the roles of being a teacher and a student teacher, and they believe that their cooperating teachers will be standing there double checking, ready to override them (p. 99).

The student teachers according to Anderson and her colleagues know that the cooperating teacher's class is not theirs and wonder if they will be given a fair chance at discovering their own teaching style. "They try to please everyone, while feeling like a guest in someone else's home. They know that they are on probation and must watch their every step and believe this pressure will never end" (p. 100).

Anticipating what would actually occur in the practicum and how they would make out as real teachers became a preoccupation in the final weeks and days preceding the actual practicum. All the three student teachers expressed feelings of eager expectancy mingled with those of anxiety and uncertainty about the forthcoming event.

Chris, Peter and Daniel viewed the practicum as a highly significant event as it was to enable them to have "hands on" experience -- real teaching, that is, teaching 45-50 students for a full 40 minute period in a real classroom. Relating teaching practice to the initiation ceremonies that all three had some knowledge about, it was generally acknowledged that it was not going to be an easy exercise, rather it was going to be a great challenge. Nevertheless, all three agreed that it was the most important component of their four-year B.Ed. program because not only was it going to enable them to stand in front and teach after having been students all their lives but it was also a time for them to learn about the other facets of the profession that go beyond the classroom.

The student teachers generally defined teaching practice as experiencing the "real" world where theory is put into practice under some guidance and scrutiny. All three expressed feelings of eager expectancy mingled with those of anxiety and uncertainty about the forthcoming event. What concerned them the most among other things was how they were going to be taken in not only by their cooperating teachers who they didn't know then, but also by the other school staff and the students. Their anticipated problem events were mainly in the area of supervising workparades, sports and study periods besides being asked to teach some extra curricular activity with which they were not familiar.

Their main optimism was that by the end of the teaching practice they would have had experienced the "real world" of teaching. Attending to staff meetings, school inservice and playing an active role in other similar activities were also perceived to be rewarding events.

Theme Two - Role Definition: Living with Conformity

> .... so the old saying goes, when in Rome, you do as the Romans do. So as student teachers we just have to live with the existing norms and practices of our cooperating teachers in their classrooms (Peter).

"Puppets, clowns and guinea pigs". These were terms the three student teachers used to describe themselves during their first week of teaching practice. The three felt that because they were new to the classroom the students would try to test them, since they did not yet know the rules of the game -- the school rules, standard classroom procedure and how to effectively handle classroom discipline hence they had to fumble along the best they could. So they likened themselves to "puppets", "clowns" and "guinea pigs". These appraisals arose in part as a result of specific situations in which each of the three student teachers found himself during his first week of actual teaching. Likewise, beyond their individual cases, it speaks to the issue of the entry of "outsiders" into an established organization -- in this case, a school setting.

For Daniel, Chris and Peter, one common understanding centred on the concept of ownership: the classrooms they were entering were clearly not theirs. As such, they were guests, and the status of student teachers was consequently defined as being subservient to that of the cooperating teacher. This was important, for it meant holding in check all the impulses and beliefs which might clash with what they perceived as the existing norms of their situations. During one of our conversations early in the practicum Chris stated that he really didn't have any choice about doing certain things in his classroom.

He continues:

> You know as a student teacher, you dare not go in and say: well Ms. Ranu or Mrs. Lama I don't agree with what you have been doing so I'm not going to do the same. You know that you are only a student teacher and obviously you are not the overall boss of the classroom therefore you don't go in and start dictating what you like and what you don't like or else you would be asking for trouble. So it's safer to say:Yes Mr. Java, Yes Mrs. Lama or Yes Ms. Ranu if you want to be on the safe side.

In saying this Chris had obviously defined his role as simply incorporating whatever his cooperating teachers asked of him, whether he liked it or not. Furthermore, by using the general "you" (instead of "I") he implied that he felt his understanding was generalizable to all student teachers; that it is common understanding that you don't just enter someone else's classroom and take charge and do whatever you please at whatever time you want, anymore than you would enter somebody's home or business and take charge.

Daniel and Peter also shared this understanding, and although it got to the point of causing Peter a great deal of irritation, he felt powerless to do anything about it as he explains:

> Everything Chris has said is true and you know John sometimes I feel very ..... kind of restricted. Like there are many times when I'd like to do things my way but I can't .... and so I become very frustrated. It's like you know you get tired of being told what to do all the time and whether you like it or not, the secret is to be a "yes" person. Sure you will be teaching almost full time for a whole term, but the bottom line remains .... it is not your classroom, you're just a guest for 9 weeks, so always act like one.

Daniel also felt this sense of powerlessness in the way he defined the role of student teachers. In his view, his English cooperating teacher's classroom was anything but unstructured. Nevertheless, he felt that he had no choice:

> What do you really do as a student teacher? You're simply stuck. Whether you like it or not the rules have been laid down and you simply go by those rules. You just have to follow the leader who is the cooperating teacher, like it or not, you have to, so that you're not looking like you're going in to say: Okay Ms. Ranu or Mrs. Lama your ways of doing this and doing that are wrong, these are my ways and they are

> right.

Beyond defining the student teacher status as subservient to the cooperating teachers, all the three student teachers felt strongly that to deviate from established practices would be not only confusing and possibly detrimental to the students, but also put them in confrontation with the students:

> Although Mrs. Lama and Ms. Ranu do things differently in their respective classes I have to almost do it the same way because their students are already accustomed to their different ways.

Chris continues:

> Of course I won't have to do this when I finally have my own classroom one of these fine days. I mean, if it's your classroom and you set the routine, the rules and the manner you teach with the students, they're used to you and so you know what I mean. So you have to respect that and you don't go in and all of a sudden start doing things differently because you could be asking for trouble. I mean if they don't like what you are doing boy, some of these kids can really put you in line or confront you.

For a while I wondered whether this was little more than a way of rationalizing compliance with established procedure. However, Daniel and Peter also told me of instances where the students in their respective classes were quick to speak out when they (Daniel and Peter) inadvertently strayed from the standard routine or practice.

Peter tells of his experience:

> It hadn't occured to me that Mr. Java my Social Science cooperating teacher had

> this peculiar way of arranging group work. So when I asked the students for the first time to get into groups of twos and threes I was told that Mr. Java never asked them to get into pairs it was always in threes and fours. So I said fine let's get into threes and surprisingly, they all knew who they were with, boys on their own and girls on their own, in groups of three of course.

For Daniel it had to do with correcting the homework:

> Regarding the correction of homework, we were told at the University that that's the first thing you do at the start of every new lesson. So that's what I did in my Social Science class but oh no not for English. I was told by the students that Ms. Ranu always left that towards the end of the class so that's exactly what I did and I still do. I find it awkward, but that's the way it is.

This was the same for Chris because he and Daniel both had Ms. Ranu as their English cooperating teacher.

Evaluation was another factor which was also influential in convincing the student teachers to stay within an established structure. When asked if any of them were considering to modify some of their cooperating teachers' practices, I had the following response from Daniel while Chris and Peter nodded their heads in agreement:

> You see, John, the simple answer is because they are the very ones who are evaluating you and that's the bottom line and let's be serious here, if they don't like you or what you are doing, you are not getting a good mark, no matter how well prepared you are, how good a lesson you teach and that's the sad truth. It's a common story we've heard times and times again prior to coming out for this

practicum.

Thus, the student teachers defined their roles according to established practices in the classroom and explicit or implicit expectations of their cooperating teachers and students. They viewed themselves as guests and outsiders in another person's domain, hence felt obliged to abide by the existing customs. Moreover, it was generally felt that to deviate substantially would not only be confusing and disruptive to the students but that as one of them put it, "you could be asking for trouble" meaning that they didn't want to be confronted by their students. They also rationalized that getting a good mark simply meant following the leader -- doing as the cooperating teacher did. None of them had any illusions about the importance of the practicum grade.

All of this, obviously, resulted in a strong tendency to conform and to put aside one's own ideas about classroom practice and perform within an existing pattern. This is not to imply that their individuality didn't show through, for surely no role exists entirely independent of its occupant. However their personal views were, for the time being, largely suppressed. This conformity took a number of forms throughout the nine week practicum. Generally it meant abiding by the established routine of the classroom.

In more extreme cases, compliance involved actually adopting some of the cooperating teacher's idiosyncrasies. Peter was regularly heard as saying "come on you (boys or girls) sixty" as a way of getting them to move at a faster pace. Or in the event that he was annoyed at some student he would say "hey tumbuna man (grandfather) or tumbuna meri (grandmother)" to cajole the student in front of the others. These mannerisms were copied from his Social Science cooperating teacher. Peter felt comfortable doing this because of his admiration for his cooperating teacher and because the students were accustomed to it.

Peter and Mr. Java had a very good working relationship. Peter in fact admired almost everything that Mr. Java did and in his words, "I just want to be like Mr. Java, I think he is one of the greatest teachers I have seen". Peter considered himself very lucky to have been assigned to him. Adopting some of his cooperating teacher's idiosyncrasies was Peter's attempt to get closer to being "just like Mr. Java".

Chris and Daniel did not adopt any of their cooperating teachers' habits, or so it seemed to me. If they did, I would suspect that it may have been more as a result of perceived expectations and concern for evaluation rather than admiration for the teachers because they generally had a very poor relationship with their cooperating teachers throughout the nine week practicum.

None of the three student teachers negotiated and or were willing to challenge their cooperating teachers in circumstances where they were opposed to a particular teaching method or content. In some instances they didn't feel sure enough of themselves to make an issue of something. In most other situations their status as student teachers caused them to question their competence. Chris was particularly sensitive to this because he mentioned to me that he still felt "like a student" even after having taught for six weeks. For him this involved a sense of not being in control and a tendency to question his own capabilities. Thus, for Chris, being a student implied feeling like a student. The following excerpt from his weekly journal illustrates this:

> I think until I'm not a student, I'll continue to feel like a student. I still don't feel confident at all times, maybe because I know that I am just playing the role of a student teacher and haven't totally overcome my nervousness.

And even when he did feel certain of himself in his opposition to some aspect of classroom practice, he usually chose to comply rather than make an issue of it. In his words:

> You just have to learn to play along. It's not worth the time and effort to make issues out of things you're not happy with because you lose in the end anyway. After all you're only an inexperienced student teacher.

Even in Peter's case, in which he developed a warm and friendly relationship with both of his cooperating teachers, he chose not to confront either of them on the rare occasions when he found himself opposed to some teaching method or detail of pedagogy. Moreover, he made it quite clear that even if he was opposed to much of what his cooperating teachers did, he would do what he considered to be wise and play along.

Playing along did not come without a price especially as the weeks went by. Daniel found himself more and more resigned to doing just as his Social Science cooperating teacher asked without even so much as a murmur of dissent. One lunch break during the seventh week he told me how he was teaching a topic on "The Family". He continues:

> Well, you know what I have been doing? Exactly as I was instructed. I had the students reading, yah, just reading from page to page straight from the text book and gosh its been ever so boring but that's how she expects to see me teach these poor kids so that's what I've been doing.

In discussing the conflict between individuality and conformity evident in student teachers, Anderson, Major and Mitchell (1992) state that "student teachers are forced immediately to decide whether to toe the line, go with the flow, and say what others want to hear, or whether to speak their mind, live their personal beliefs and be their own. From the beginning, they face the dilemma of deciding how much they are willing to conform in order to survive and graduate" (p. 137). Anderson and her colleagues note that it is a difficult decision because student teachers, according to them, at least in broad terms know what behaviours they would like to model and what values they would like to teach. They worry, however, that their cooperating teacher will not accept what they teach and how they teach it.

MacKinnon (1989) notes that a dominant theme that arose again and again in conversation with the student teachers in his study, was their sense of having to conform to the expectations either stated or perceived of their cooperating teachers. Similar findings are reported in Avalos (1989, 1991, and Raju 1990). For example, Avalos (1991) writes:

> .... the student teacher is more concerned with survival in the teaching situation and with building self-confidence; following the safe practices which he or she observes in the school and as suggested by the cooperating teacher, is the best way of securing both aims (p. 38).

According to MacKinnon (1987) there are no culturally-dictated directives which clearly delineate the "role" of someone who has the "status" of student. MacKinnon continues: "We can't say with absolute certainty that all student teachers do this or all student teachers do that. But we can recognize that the use of the term 'student teacher' implies a status, and a status incorporates a role, that is a set of behaviours" (p. 167). That these statuses and roles, continues MacKinnon, may largely be structured by individuals in specific settings at specific times does not deny the existence of common understandings.

Conformity was a fact for the student teachers throughout the nine week practicum. Whether for reasons of status, or out of concern for the students, or as a result of a pragmatic self-interest in a good evaluation, all of the three student teachers felt obliged to abide by the rules and procedures which existed in their classrooms. This meant following the established schedule, maintaining the existing structure, and even, in some instances, adopting certain of their cooperating teachers' mannerisms. None of them would argue that the experience was a waste of time. All felt it was beneficial in various ways -- some more so than others. But at the same time, all of them viewed the practicum as an artificial teaching experience in some ways. They all doubted that they could truly be themselves as teachers as long as they were constantly being scrutinized and asked to perform in a setting that wasn't theirs. Perhaps the three student teachers were not too harsh when they described themselves as puppets, clowns and guinea pigs.

Theme Three - Caught Between Two Worlds: Living with Ambiguity

> I have been struggling with this .... I mean what do you do and just how do you do it to adequately serve and equally satisfy two masters at the same time? (Daniel)

The three student teachers in this study found themselves in many conflicting situations throughout the nine week practicum. In the first instance, the three of them were allocated thirteen periods each to teach which was below the minimum number of fifteen as required by the university. The university expected schools to allocate between fifteen to twenty periods a week to each student teacher to teach. Not only that, none of them had an office space to work in and their timetables and programs were not finalized even by the end of their first week. The university had assured them that these very things were on the priority list and that the schools were well aware of them hence the student teachers would not have many problems with them. Not having these needs met created a lot of anxiety among the student teachers. The following journal entries at the end of the first week speak for themselves:

> Gosh! this is one week that I'll never forget for as long as I live. Nothing seemed to have worked for me. My timetable has not been finalized, Ms. Mela (cooperating teacher to be in English) screams at me on our first meeting and among other things, only 13 periods to teach per week. I just hope the university, especially my supervisor doesn't penalize me for this, cause clearly it's not my fault (Peter).

In fact, Chris and Daniel's entries read pretty much the same except that their cooperating teacher (to be) in Social Science gave herself an extra week's holiday and was still away from school at the end of the first week.

> Nothing has worked out for me this first week. From timetables, to office work space, Mrs. Lama (cooperating teacher to be in Social Science) still on holidays and I think worst of all only 13 periods a week. I hope Mr. Atta (university supervisor) doesn't blame me and my two friends for this (Chris).

And Daniel's entry reads:

> This has been the most daunting week I have had. In fact, my head has been aching all week because of worry, that's right yes just worrying about so many things like timetables not ready, no office space, not having observed any Social Science lessons all week because

> Mrs. Lama (cooperating teacher to be in Social Science) has not shown up to resume duty and wow! most important, I, like my friends have been given only 13 periods to teach. I wonder what Mr. Atta's (university supervisor) reaction is going to be. I really am very concerned about this.

The school also expected the student teachers to set and mark tests for all the groups in a grade, about 150-170 papers in all, which only added an extra burden considering the teaching load and all the other daily preparations. The setting and marking of tests in fact came as a complete surprise. The university had not mentioned this according to the student teachers. It was not even written in the teaching practice handbook as I later came to realize.

The three student teachers became very hysterical in the fourth week when each of them was asked to develop two tests, one in English and the other in Social Science. The tests were to be based on what they had taught so far in the two subjects. They were seriously concerned, more so for Chris and Daniel who had the same English and Social Science cooperating teachers who they felt had not been at all helpful.

> Well guys this is it for me. Just how on earth do they expect us to develop these tests? No guidelines, not a thing. I mean we (referring to himself and Chris) have been trying for the last three days to get hold of Mrs. Lama (Social Science cooperating teacher) and Ms. Ranu (English cooperating teacher) to discuss this and they are just not around (Daniel).

Chris joins the conversation:

> Good heavens, it's now Thursday and that's right our two cooperating teachers are just not available whenever we need them. We are completely lost. I mean we have to have those two tests ready exactly five days from now and we haven't even started writing anything. I can feel my head really starting to ache now.

Peter, though pressured, was in a better position as he had consulted with both of his English and Social Science cooperating teachers. Although he didn't have a so called guideline, he did obtain old copies of the tests from his cooperating teachers.

> Gee, I can understand how you guys feel, yah that's too bad your cooperating teachers are acting the way they are. And you're right we only have five days from today. I really haven't started writing anything either but I think the old test copies I obtained from Mr. Java and Ms. Mela are going to be of great help. In fact they both have instructed me to go ahead and come up with a kind of a draft and then we are going to go through them together and make any changes before a final one is written so I don't feel that bad.

When I approached them at the end of the fifth week to find out how the preparations of their first tests went, I learnt that Peter had obtained considerable help from both of his cooperating teachers, while Chris and Daniel got practically no help. They wisely had sought help from other teachers who were very sympathetic towards them. The three all said they learned a great deal from devising these tests.

Among other conflicting expectations that each had experienced in his specific situation, three stood out for the student teachers. First, some of the teaching skills which the university expected them to demonstrate were found to be inappropriate in some specific situations in the school. Chris writes in his journal:

> Gee, this MICE (motivate, inform, challenge and excite) concept that our lecturers kept on emphasising does not seem to work in every situation as I had expected. I mean just trying to motivate and getting the students' attention on a typical Friday afternoon in one of these usual boring English grammar lessons is hard enough especially when you know that weekend is approaching and obviously, the students are looking forward more to the weekend than to be paying any attention to a boring grammar lesson.

Secondly, the school wanted the student teachers to teach subjects independent of one another while the university advocated integrated teaching. Daniel who was the most concerned of the three made the following journal entry:

> I am confused, maybe more confused than my two friends about this school's idea of teaching subjects independently because while our lecturers advocate for integrated teaching, teachers in this school generally don't seem to see any connections at all. I personally can see the relevance in integrated teaching but I guess I just have to play along like my friends just to be on the safe side.

The third one which the three were very vocal about had to do with dressing. While the university had strict instructions that student teachers should be neatly dressed during teaching, teachers in the school were often poorly dressed.

Peter articulates:

> You know my two friends and I have been quite confused at times regarding the standard of dress. We've observed and discussed among ourselves about this for the last eight weeks. This is week nine (last week of practicum) and it has not changed. Whilst it is a must for us to come in our best, half of these teachers have been coming in sports pants, 'T' shirts and thongs. Is the National Department of Education making two different rules for regular teachers and student teachers?

Punctuality and the chewing of betelnut received the same criticisms from the student teachers. Whilst the university encouraged the student teachers to be punctual at all times and strictly refrain from chewing betelnut (a nut chewed for refreshment purposes) during school hours, the teachers in the school were doing the opposite.

Another contributing factor to this role ambiguity has to do with the university supervisor. Like their cooperating teachers, the university supervisor was a significant person in the practicum experiences of the student teachers. The three student teachers felt that the university supervisor was just as important as their cooperating teachers. Although he only visited briefly once or twice a week, he was the one solely responsible for compiling the final reports after having received the school's report at the end of the teaching practice. This is further highlighted in the teaching practice handbook which reads:

> At the end of your practice, schools will submit a report on you to the university. Your university supervisors will compile your final report on the basis of school and university supervisor's ratings and comments, and you will receive a copy of this report (p. 12).

Experience has shown that on a number of occasions in the past, supervisors have failed students for reasons known only to them despite the fact that the same student teachers have received very good final reports (B grade average) from the schools. Chris, Daniel and Peter were well informed of these situations as they had heard from their friends prior to the practicum.

The supervisor usually visited once or twice a week for a short period of time and provided oral and/or written feedback to each student teacher after each lesson observation. Not surprisingly, each student teacher's relationship with the same supervisor was unique. The quality of the relationship depended on two factors: how the student teacher and the supervisor defined the latter's role, and whether the suggestions and criticisms of the supervisor meshed with those of the cooperating teacher and existing practice in the classroom.

The role of the supervisor first became an issue, in fact a concern, to Peter. It wasn't because the supervisor had annoyed him in any way; it was the person's ideas respecting the teaching of Social Science concepts to the students that were contrary to the ways that Peter was taught by his Social

Science methods lecturer at the university and approved by the Social Science cooperating teacher. The supervisor in this instance was a Mathematics specialist. Peter explains:

> ..... you know, it's like this is my subject area and I think I exactly know what I am doing. I mean that's the way I was taught by my Social Science methods lecturer at the university and Mr. Atta (supervisor) who only specializes in Maths thinks he can just walk in here anytime and tell me what to do? I think there is something wrong.
>
> Even Mr. Java, my Social Science cooperating teacher approves of what I have been doing. I in fact discuss with him prior to teaching many of my lessons. I don't see how Mr. Atta can tell me that he wouldn't do this and do that if he was me. I mean, he may be a great person. He seems like he is interested in helping us learn no doubt but I still think he has some funny ideas.

This created a situation that made Peter feel like he was being pulled in different directions. He felt obliged to adhere to the standard practice as he defined it in his classroom, but he felt that the supervisor expected something significantly different. Both his Social Science and English cooperating teachers sympathized with his predicament and advised him to give the supervisor what he expected on the days he visited. Peter elaborates as he articulates on the comments his supervisor made on his lesson plans which he (Peter) adapted from his Social Science and English cooperating teachers:

> The supervisor obviously suggested his way and said: "Okay, this is the way I want you to plan. Do it this way or you

> don't do as well as if you do it the other way," which is basically what he said. That was the bottom line and it was clear. "Fine Sir, if that's what you want, that's what you get," you know this sort of thing. It's an utter nuisance but he made it very clear I'm afraid.

By the sixth week Peter had developed a personal dislike for the supervisor. He described him as "egocentric" and someone who lived in his own little world. Peter received a good evaluation report from the supervisor. Although he had been prepared to make changes to his plans for his visit, he found that the supervisor was not adverse to the situation as it existed in his classroom.

Peter no doubt appreciated the positive feedback from the supervisor, but found his visits stressful.

> .... I mean I don't know. It's really frustrating. He gives me Cs and Bs everything seems okay but everytime he visits I end up leaving the school at the end of the day with a headache and I'm not kidding. And he made Ms. Mela, my English cooperating teacher, angry the other day about something.

This was how their relationship remained. The supervisor continued to give Peter a lot of praise, and Peter continued to dislike him intensely. There were similarities in Daniel's case. His relationship with the supervisor was uncomfortable, although his situation was slower to evolve than it did with Peter. Like Peter, Daniel also felt as though he was always being pulled in two different directions. But unlike Peter, he didn't have the same degree of support from his English and

Social Science cooperating teachers, and the tension of feeling that he had to satisfy diverse expectations grew as the weeks went by.

Daniel regularly complained about the supervisor for not being available more often. Actually it irritated him.

> The most annoying thing is that he's just not available to come out to the school to observe us more often. And it's not only that he is seeing other student teachers, it's that he has got other commitments outside of his supervisor's role ....
>
> I feel that is not right, because if they are serious about training young teachers, then every supervisor should devote his or her total time to the practicum for the entire nine weeks supervising and helping us along.

To further aggravate things, Daniel felt that even though he had conformed to the expectations of both of his cooperating teachers, his English cooperating teacher had, during one of those very rare occasions when they happened to meet, sided with the supervisor on some classroom management issue. Consequently, Daniel was confused because the expectations of his supervisor were quite different from those of his cooperating teacher. Hence, after the discussion Daniel didn't know where he stood in the eyes of either of them.

As for Chris, his relationship with the supervisor was decidedly neutral compared with his two colleagues. He was initially apprehensive about what he defined as the supervisor's lack of knowledge of the subject matter. As was stated earlier, the supervisor's speciality was in Maths and

Chris, Daniel and Peter were all teaching English and Social Science. Chris elaborates:

> At first I was a little worried about a non English and Social Science specialist supervising us but I think my worries are unfounded. I think he doesn't mean what he says a lot of times, I mean it may seem like he is against what we are doing but I also think that he is trying to help us ....
>
> We also have to understand that he is supervising in two subject areas which he has little knowledge of and that's not his fault. It's the system .... we don't have enough supervisors to allow for all students to be supervised by their subject specialists.

Chris did not feel that he had to deviate from what he was doing to satisfy the expectations of the supervisor. In fact, these expectations were never clearly defined in terms of what he should be doing, and at no time did the supervisor ask that Chris deviate significantly from standard practice. Chris found the supervisor to be very helpful and any concern he might have had proved to be unfounded.

Socially, student teachers may be only a few days away from college or university life. Student teachers may appear at the school looking like teachers, but these appearances do not guarantee maturity. They are merely college or university students who are dressed up, painfully aware that some of the students in the school are not much younger than they are. The problem may be compounded by some unclear perception of role clarification. The students may call them teachers, the university personnel regard them as students and the cooperating teachers may consider them to be teachers one moment and students the next (Henry & Beasley, 1989).

In discussing the student teacher's role during teaching practice, Fish (1989) states that the student's position between the class teacher (host) and visiting tutor -- appraiser is certainly not an easy one. Her dilemmas, continues Fish, may arise from the following problems:

> 1. She is caught between the need to please and respond to the teacher whose class she has and who therefore must be kept happy daily, and to impress and please the tutor whose assessment will be what counts at the end of the practice but who only samples her work in performance weekly.
> 2. She is caught between a view that learning to teach merely involves copying (conforming to) a good teacher-model together with repeated practice (which automatically will make near-perfect), and the requirements of her college, which via her file lead her to plan ahead and to write an appraisal of (reflect upon) her work (p. 175).

Raju (1990) reports that students in his study which focused on the myths and realities of the effectiveness of teaching practice in the South Pacific had the following comments to make regarding the college expectations, actual school expectations and their own experiences:

> - They were given more periods to teach (than prescribed by the College) because there were not enough teachers. Students were asked to teach subjects they were not qualified/trained for as there were no teachers in the school to teach certain subjects (example: agriculture, technical). In some subjects there were more teachers than required, thus each student teacher getting fewer periods than expected.
>
> - Schools expected the students to set and mark

> tests for all the groups in a grade which made it hard considering the heavy teaching load for a trainee teacher.
>
> - Some of the teaching skills which the College expected them to demonstrate were found to be inappropriate in particular schools and subject situations.
>
> - Students were asked to teach grades 9 and 10, although the College expected them not to teach beyond grade 8.
>
> - Schools wanted the students to teach subjects independent of one another while the College advocated integrated teaching (p. 13).

Raju also reports that whilst the college does encourage extra curricular activities for student teachers, he found many were urged by schools to take on too many responsibilities for extra curricular activities and many accepted for fear of receiving unsatisfactory reports. He further notes that while the college had strict instructions that student teachers should be neatly dressed during teaching, teachers in schools were often found to be poorly dressed and this placed student teachers in considerable confusion. Similar comments or concerns by student teachers have been reported by Briggs and Richardson (1992), Lipke (1979), Neufeld (1988), Smith (1990) and Thies-Sprinthall (1990).

The three student teachers in this study were no exception. On numerous times they articulated that at times they felt trapped between the university supervisor and their cooperating teachers. They described their supervisor as holding opposing views from their cooperating teachers on many aspects of teaching. They sensed that their cooperating teachers felt that academics at the university didn't have a good understanding of what was going on in the schools and that their supervisor felt that many classroom teachers were out of touch with recent developments in the field of education. This is highlighted by the following journal entry:

> Our supervisors always seem to hold opposing views about many things and this is confusing. The cooperating teachers tell us that University people may have all the theories but don't know how to put them into practice and our university supervisor seems to imply that these classroom teachers need to update their knowledge in the recent developments with research and education .... so whose advice do we take? (Peter).

In the end, for their part, the student teachers simply agreed with whomever they were talking to at that time.

Theme Four - Evaluation: Having to Perform Before a Pair of Watchful Eyes

> Yes, we all need evaluation and feedback, however, the only times I feel like a real teacher and do things my way are when there is no one observing me. Otherwise, I feel that I am always putting on a show or better still performing under a pair of watchful eyes (Chris).

Chris, Daniel and Peter all knew that they had to pass teaching practice in order to graduate at the end of the year. They were reminded of this during the final briefing session by the teaching practice co-ordinator. Consequently, the practicum was viewed by all parties involved as the students' final major performance prior to graduation. Such has always been and continues to be the understanding in Papua New Guinea especially for those students who enter the program at the Waigani campus of the University of Papua New Guinea.

Unlike some programs in other countries such as Canada and the United States where two formal evaluations are provided, a midterm assessment and a final assessment at the end of the practicum, student teachers in Papua New Guinea receive only one final assessment report prepared by their university supervisors. The supervisors compile each report on the basis of the school's final assessment and their own ratings and comments over the duration of the teaching. The final assessment from the school is usually compiled by the school liason officer or the headmaster or headmistress after having collated all the individual final reports from the heads of departments and the cooperating teachers concerned including his or her own. Thus, throughout the practicum the cooperating teachers specifically are expected to observe and provide oral and written feedback on a regular basis, a minimum of ten to twelve observations and written reports are expected from each cooperating teacher for each student teacher by the end of the practicum. Department heads and the school liason officers are also expected to observe and provide oral and written feedback for every lesson observed, but there are no specific requirements with regard to the number of times they must observe.

The evaluations in this case were prepared on forms provided by the university. The student teachers were judged on six dimensions: planning and preparation, knowledge of subject, presentation, teaching skills, pupil learning activities and classroom management. In each category the evaluator provided written comments and at the bottom of the form assigned a letter grade from A - excellent (distinction) to F - fail to indicate his/her total impression of the lesson.

However, evaluation was much more than this. It had a pervasive quality that, while not always mentioned, was always present. Whether in regular interactions with cooperating teachers, during visits from the university supervisor, in comments by school students, other teachers and support staff, through ongoing self-criticism or the behaviour of all those present, Chris, Daniel and Peter were constantly receiving feedback of some sort which contributed to the development and modification of perspectives on themselves as teachers. They felt as if they were always the centre of attention or in Daniel's words, as if they were "the new kids on the block".

Thus, the three student teachers strongly felt they were being assessed for everything they did. These included the way they dressed, the way they walked, talked, prepared their lessons, presented in class, approached teachers, students, to name but a few. All that they did and said inside the classroom, around the school boundaries, during and after hours were being assessed. This is highlighted by Peter's journal entry in week two of the practicum:

> I feel like the whole world is watching every move I make and so every day is like a judgement day because wherever you are and whatever you do or say is being judged by someone, except of course for Saturdays and Sundays when I feel being left alone temporarily from the watchful eyes of the eagles and owls.

Chris and Daniel also shared the sentiment and made similar comments when we were discussing feedback and evaluation in general.

The intention here is not to focus specifically on the content of these evaluations but to attempt to examine the process of being evaluated as it was experienced by the three student teachers. Of course, while these two dimensions are no doubt interrelated, the latter seems more pertinent to the present discussion.

Again there were different experiences; a result, in part of the idiosyncratic elements inherent in each situation. Yet, there were also similarities, especially when the evaluation experience is viewed in light of certain situational factors. The most important determinant affecting the evaluation experience was the way in which the student teacher-cooperating teacher relationship was defined. In the master-apprentice situations, such as Chris, Daniel and Peter with his English cooperating teacher, the scrutiny created a degree of tension, especially as the weeks went by, more so for Peter than for Chris and Daniel. Where the relationship was not as strongly defined in this manner such as Peter with his Social Science cooperating teacher, the tensions were less apparent. According to Peter, his relationship with Mr. Java was never defined as a master-apprentice one. They were both teachers in the classroom and Peter felt that he was as much the teacher as was Mr. Java. Peter and Mr. Java worked together and, according to Peter, Mr. Java always encouraged and gave him all the freedom to experiment and try out new ideas and do things his way if he pleased, but Peter thought it was wise to stick by what Mr. Java was doing to be on the safe side, and that was what he did.

The student teacher-university supervisor relationship was also a factor, though the reduced frequency of contact made it less salient than the relationship with the cooperating teacher. The same could be said for the school liaison officer and the heads of departments who also observed the student teachers.

The student teachers generally felt that the process of evaluation prevented them from being free to do as they wished in their respective classrooms. Chris in particular saw this as the principal factor which defined him as a student. He expresses this feeling in his journal in the following manner:

> Having a pair of eyes looking on, or knowing that you are being evaluated is not always easy. This in fact holds me back because I know that I'm not free to do the things my way, the way I feel is right. So until I'm not a student one of these fine days, I still feel like a little student.

Daniel was especially distressed at being evaluated when things didn't go the way he expected. Students were unpredictable, and if they misbehaved or did not participate fully like answering as many questions as he expected them to when someone was observing, Daniel felt it reflected negatively on him. He comments during the fifth week:

> I prefer when no one (observer) is there. You know, in the sense that I feel I'm more in control, I don't feel that I have this pair of owl's eyes staring at me. I think that's because you know things don't always work out the way you expect. Actually I must admit, what I'm trying to say is I don't want to admit being a failure.

Becoming tired of being observed regularly, Peter makes his feelings known with these words:

> Try me out and give me a chance for God's sake let me teach one whole week just for myself. I just want no one observing. I might make mistakes, but that's how I'm going to assess myself and lets face it who doesn't make mistakes? After all we all learn from our mistakes, do we not?

Chris who at that time had a brother training in the army writes:

> I'm glad I'm not going to Laloki (a mental hospital), well I hope not! Wow! come to think of it, being a student teacher must be even more stressful than an army recruit. After listening to my brother, gosh! he is having a good time despite the strict discipline .... and for me it's been nothing else but headaches and sleepless nights. Anyway, it will soon be all over.

It wasn't that any of them disagreed with the assessments they received, or that they objected to being evaluated. In fact, their evaluations were generally all quite positive. It was just that the frequent visitations or inspections made them all, especially Peter, feel like they were always performing in order to live up to an unknown agenda.

Daniel believed that his sense of coming to understand himself as a teacher mainly depended on the comments of his cooperating teachers and the university supervisor, though he was not really on good terms with any of them. At the same time, it added extra pressure, for he definitely felt as if he was constantly performing. In Daniel's view evaluation was a two way thing: it is important to have some kind of feedback, but it would have been nice not to be constantly performing under a pair of watchful eyes. This situation was aggravated by the fact that some of the comments he received, especially from the university supervisor were, in his opinion, negative. He was also generally uncomfortable during feedback sessions with his observers. These sessions were made even more difficult because he had been more complimentary in his self-evaluation than his teachers and the university supervisor were in their evaluations of him. Another teacher from a nearby school, his cousin, had advised him that it was wise to evaluate yourself highly in order to demonstrate self-confidence.

Peter had two different experiences with his two cooperating teachers. Ms. Mela, the English cooperating teacher who was very friendly and caring, treated Peter as though he were a younger brother who did not know right from wrong and hence had to be shown how to do a lot of things "the right way". Peter commented that she was hardly out of sight, she observed him a lot but provided little feedback and this became so stressful that it even irritated him at times. The following journal entry in the fifth week attempts to express his feelings:

> I don't know when it's ever going to change, every day seems to be the same. Just when is Ms. Mela going to leave me alone? She tries to be very helpful indeed but I think she is trying to be too helpful, and gosh! she is no different to that old nun who used to teach me in grade 7 back in high school. I wonder if she's been to a church school herself.

He commented on innumerable occasions that he wished Ms. Mela would leave the room so that he could "feel a little relaxed". This rarely happened, however, and Peter, as expected, complained that this practice prevented him from "being a real teacher".

Interestingly, when Ms. Mela suddenly stopped observing and evaluating his lessons as regularly as she had been in the sixth week with no explanation, Peter saw this as cause for concern. Consequently, he comments:

> Ms. Mela hasn't been evaluating me anymore and gosh! I don't know why and I don't know whether that's good or bad for me. That's been really bothering me lately because now I really don't know how I am doing and believe me it worries me a lot.

On the other hand, his relationship with his Social Science cooperating teacher, Mr. Java, was totally different.

Although Mr. Java was in the classroom most of the time, their relationship was never defined as a master-apprentice one. Consequently, according to Peter, he never had the sense that he was under close scrutiny all the time. Instead, he felt he had the freedom to do as he wished although he rarely deviated from established practice and he and Mr. Java worked together in the classroom. Peter, of course, had most of the instructional load on his shoulders, and clearly there was never any doubt that Mr. Java was evaluating him. However, their relationship was never defined on this basis. They were both teachers in the classroom and Peter felt that he was as much the teacher as was Mr. Java. This sense was reinforced by daily "evaluation", evaluation in the form of complimentary "asides", affectionate handshakes and compliant students. Apart from Ms. Mela, the only other tension associated with evaluation came as a result of his poor relationship with the university supervisor. Although the supervisor's assessments were highly complimentary, Peter found his weekly visits very stressful. He didn't enjoy having him in the classroom and frequently thought that his comments, as positive as they were, were without foundation.

As was mentioned earlier, each of the three student teachers taught English and Social Science and had two cooperating teachers, one for each subject. In this case Chris and Daniel had the same English and Social Science cooperating teachers. Consequently, their overall relationships and experiences were understandably similar and quite different from Peter's. They both felt extra pressure from evaluation though not necessarily from their cooperating teachers alone. Although they expressed concern that their cooperating teachers didn't watch them closely, they both felt the pressure when something went wrong: and in Daniel's words, "oh, my goodness, she's marking that one down" to which Chris agreed wholeheartedly.

As the practicum progressed they both became sensitive that their cooperating teachers were not giving them very much feedback on their lessons. They both expressed concern that neither of them knew where he stood. Surprisingly, this was reminiscent of Peter's situation, especially with Ms. Mela, his English cooperating teacher, in which he was sensitive to being observed but equally sensitive to sparse feedback.

From this discussion and from their other comments and journal entries, it is apparent that the student teachers were often ambivalent, expressing their need for security and direction on the one hand while seeking autonomy and independence on the other.

Evaluation of student teachers is an integral part of teacher education programs. Guyton and McIntyre (1990) assert that "final evaluations, in particular, purport to distinguish among competent and incompetent, effective and less effective, talented and less talented, outstanding, average and below-average students regarding their potential as teachers" (p.525). They further contend that feedback and evaluation are also a mechanism for helping the student teacher identify strengths and weaknesses in order to improve teaching.

Hoover, O'Shea and Carroll (1988) state that during the practicum, student teachers are expected by many to demonstrate their highest level of performance. The focus is on who is to pass the practicum and thus be eligible for certification. Such is the case in Papua New Guinea and the student teachers in this study were well aware of this fact and performed accordingly.

MacKinnon (1987) defines human 'performance' as: "all the activity of an individual which occurs during a period marked by his continuous presence before a particular set of observers and which has some influence on the observers" (p. 237). In so defining performance, he laid the groundwork for an elaborate description of the way individuals attempt to control the impressions others form of them.

Student teaching among other models according to MacKinnon may readily be conceptualized as a type of performance. Education students are placed in a field situation where they are expected to practice and refine their pedagogical skills before the watchful eyes of an experienced practitioner. They undergo formal assessments at the end of this experience, and are well aware that the outcome of this evaluation can significantly influence their budding careers as teachers. In these circumstances, the *sense* of performing may be intensified beyond the everyday situations described by MacKinnon, because student teachers are being *formally evaluated.*

In this study, the sense of performing was intricately interwoven with the sense of being evaluated. Consequently, the concern about "having to perform" cropped up many times, both in conversation and in the student teachers' journal entries.

The most important determinant affecting the evaluation experience was the way in which the student teacher-cooperating teacher relationship was defined. Peter, Daniel and Chris generally felt that the process of evaluation prevented them from being free to do as they wished (to feel like real teachers) in their respective classrooms.

It wasn't that any of them disagreed with the assessments they received, or that they objected to be evaluated. It was just that the presence of someone in the room made them feel like they were always having to perform before the watchful eyes of their university and school supervisors.

Having stated that, I think the bottom line was that the three student teachers didn't really know how to accommodate the feeling of being evaluated. Consequently, their actions were often internally contradictory, expressing their need for security and direction on the one hand while seeking autonomy and independence on the other.

Theme Five - Living Under Constant Pressure (Stress)

> I have never in my entire life lived through this amount of pressure, even my five years in the army where there is much discipline, life was fairly flexible. I mean we are just overloaded with work, yes we are really overworked and there is hardly any time for anything else in life (Peter).

"Overworked", "constant headaches" and "sleepless nights". These words not only kept coming up in my regular conversations with the three student teachers but were also noted in their journal entries time and time again. They were the words Daniel, Chris and Peter used regularly to describe the way they felt about the life they were then living.

As discussed earlier, having to conform to the existing patterns and practices of the classrooms, serving two masters, the cooperating teacher and the university supervisor at the same time, and being continuously scrutinized all led to considerable stress. As Peter puts it, "life these days is nothing but pressure, pressure, pressure". The practicum did indeed provoke high levels of anxiety and stress for the three students, more so for Chris and Daniel than for Peter because Chris and Daniel received very little help and guidance from their cooperating teachers. Nevertheless, they all lived through a very stressful nine week practicum. Chris and Daniel, for example entered the following in their journals:

> The University doctor must be thinking by now that I'm an unhealthy person because of my regular visits due to this head-

> ache. But it has got nothing to do with my health and I know it, its worry, yes constant worry and many late nights of lesson preparations, markings and more worries (Daniel).
>
> Since this teaching practice started, there was not one night that I have slept before 4 o'clock in the morning. I mean how can you when there is all this work that has to be done? Its bad enough when you have 150 - 170 test papers to correct on top of all the preparations. Believe in sleepless nights and morning headaches? I didn't before but I sincerely do now! (Chris).

Conversing with the three student teachers and reading their journals, it became apparent that time was a major contributing factor towards much of the anxiety and stress they experienced. It seemed that they just didn't have the time to do everything they wanted.

It is a known fact that schools are very much governed by clock time. The school assembly and classes start and end at specified times, morning tea, lunch breaks, afternoon study, sports or work parades all occur between certain hours. A typical school day is divided into time slots and one of the teacher's responsibilities is to see that the school's timetable is adhered to and certain tasks are completed on schedule (Jackson, 1968).

Being no different than any other school, this one was basically organized by clock time. There was staff briefing time, assembly and roll call time, instruction time, recess and lunch times, study time, sports or work parade times and "knock off" or dismissal times. Clock time became very important. Students were generally penalized for being late for morning assemblies and classes, and teachers had to watch the time so as not to exceed their allocated 40 minutes of instruction designated for that particular lesson.

It did not take long for Chris, Daniel and Peter to realize how important it was to have a watch, for by the end of the first observation week, I realized they all had brand new watches -- none of them had watches prior to that. Although a school siren was utilized for the purpose of assisting those who didn't have watches, the student teachers felt it more appropriate to have their own watches to help plan effectively how they were going to divide their time between their school work and the other social activities that they were normally engaged in after school hours.

Daniel elaborates:

> I think we really need to plan our time especially after school so that we can still have some time for other things in life and not necessarily devote every minute to lesson preparations and this sort of stuff. So that's why its good to have watches.

Chris picks up the conversation:

> And yes, especially when we agree to meet .... I mean the three of us will have to meet together at certain times to plan our work together and its important to turn up on time so that no one is wasting someone else's time.

Peter continues:

> Gee! guys this is the first time ever in my life to own a watch (we all laugh)

> yah, you know time never meant anything to me all these years, even at the university I just simply stroll along and whether I'm late for this or that made very little difference .... you know what I mean? But for the next 8-9 weeks I see my life has to be planned according to a timetable and so its important to have a watch.

The intention here is not to focus on the student teachers all buying new watches, but according to Chris, Peter and Daniel owning your own watch will enable you to plan your time better.

The importance of time in the organization of a school can be illustrated by the following incident involving Peter and his Grade 7 Social Science class.

Peter had taken his Social Science class on a field trip to the National Museum in the morning. They were to return by the lunch hour to enable the students to buy their lunch cheaply from the school canteen, however, it did not turn out that way. They got into the school five minutes before the end of the lunch hour and the canteen had closed by then and the rest of the school was getting ready to proceed to the next set of activities according to the school timetable. None of Peter's students had any lunch that day and he could sense that the whole school was not impressed. Peter expresses his feelings in his journal entry:

> Oh my goodness, what did I do today? I just feel like calling it quits! I know the whole school is mad at me but it is not my fault. I tried my hardest to speed the kids up to move from one section to the other in the museum so that

> we could complete the trip and return during the lunch hour ....
>
> And who would have believed me if I told them that we got held up in the traffic because there was an accident at the university turnoff? Maybe the only person may have been Mr. Java but unfortunately he was not in school today.

Peter didn't organize or get involved in any more field trips after this experience.

Time was all-important particularly in lesson preparations as Peter, Daniel and Chris articulate in their own ways:

> I'm really starting to believe that this lesson planning stuff can be real time consuming, I mean for goodness sake 60 - 90 minutes to plan just one lesson. Is this normal or is it just me? (Peter).
>
> I have stayed up many late nights to complete my university assignments, but hey, this is nothing like it. Talk about sleepless nights, well believe me you have to go through this to get your lessons planned (Chris).
>
> Nothing has caused me more headaches than having to plan lessons because they take you so long and boy, it is frustrating (Daniel).

Because of all the work pressure and the amount of time it took to attend to the many different activities, the three student teachers saw time very much as a commodity. How to make the best possible use of the time and how they could accomplish the most within a given period of time became the focus of many of their discussions. Everything they had to do like lesson preparations, setting and marking test papers, collecting and marking students' workbooks, organizing and supervising extra curricular activities demanded so much time and effort. All three of them felt at some point that there was never enough time to really get everything they wanted done.

> There's never enough time to really get everything done the way you wish. Like if I spend the whole night marking test papers or some homework exercise, there's no time for preparing the necessary teaching materials (Chris).
>
> If I spend time marking 50 workbooks, there's very little time to think about my lesson plans and they are both important so I don't know, I guess it comes with experience (Daniel).
>
> I find that if I spend the Saturday photocopying or shopping for materials, there's little time left to clean my room and do my laundry and other things like that (Peter).

All three generally expressed the common feeling that if they tried to do all they thought they should have been doing, they would have little or no time for their families or friends.

Chris, Daniel and Peter each struggled with time in different ways. From the commencement of the teaching practice, Peter who was socially very outgoing, consciously attempted to set time for himself. He commented one day:

> I am one who can't go for too long without socializing with my friends like spending a good part of Saturday evening dancing away at the Moonlight (a night club) and so if I work late all week, then I feel I should be able to take the weekends off (Peter).

He frequently reiterated this statement as if to convince himself of its validity. Even though he was most adamant about insuring that he had time for himself, he too often found his weekends encroached upon:

> Gee, I seem to be spending my Saturdays either marking workbooks, photocopying materials or marking test papers (Peter).

Chris who had the tendency to spend all his weekends with his uncle's family found that he could no longer afford to do this on a regular basis. He writes the following in his journal:

> I'm beginning to feel bad because my uncle and his family drove all the way to see me last Saturday and expressed concern about my not having to visit them as regularly as before. I mean I felt guilty about it but I couldn't help it, I had so much work and I did try to explain but you know it's difficult for them to really make any sense of what I was talking about.

Daniel who was a key player, a full back, on his soccer team also found himself in a very difficult position. It so happened that neither the players nor the officials had anything to do with Education, and hence it took a lot of explaining as to why he was not fully participating:

> I really have to go out of my way to explain to my fellow players and the management about why I am not participating as fully as I was prior to the practicum. You know none of them can really understand what I'm talking about and so you can't really blame them. I think its my problem and I will have to solve it myself and find time to attend at least some of my training sessions and play as many of our games as possible besides doing my school work.

Neufeld (1988) asserts that "student teachers are placed in a stressful situation in their initial teaching practicum" (p. 196). Neufeld's claim is supported in this regard by many like Avalos (1991), Clark (1991), Fish (1989), Kagan (1992), McVea (1992), Raju (1990) and Turney et al. (1982) who state that teaching practice can indeed provoke high levels of anxiety and stress. Emotional reactions form a large part of the behaviour of the student teacher under stress, and frequently according to Turney et al., in these circumstances, student teachers perceive the actions of their students, teachers and supervisors as threatening.

Stress is often expressed as anger, fear, depression, apathy or extreme self-criticism. There may also be physical signs such as excessive sweating, rapid breathing, tears, a pale or flushed face (Turney et al., 1982, p.62).

Except for extreme self-criticism, all the other factors mentioned by Turney and his colleagues above relating to stress were very much evident at different times throughout the practicum. Chris, Daniel and Peter all at different times throughout the nine week practicum showed signs of anger, fear, depression and apathy.

Being well aware of this, Briggs and Richardson (1992) concur with the fact that "stress is a natural reaction to the student teaching experience" (p. 268). Everett-Turner (1985) notes that while many educators experience a lack of time throughout their careers, the beginning teacher is especially vulnerable. The many procedures that are taken for granted by an experienced teacher, require time and practice to become familiar. There are so many clerical and procedural things to attend to in addition to teaching responsibilities. However, the prevailing attitude in schools according to Everett-Turner, is that "if they are to run smoothly, everyone must conform to clock time constraints, and little allowance can be made for the new teacher to have extra time to become familiar with all those bewildering procedures. Often the only way a new teacher can survive is to stay late and come in early." (p. 216).

In her study that focused on understanding the lived world of beginning teachers, Everett-Turner relates to a three-ring circus in an attempt to illustrate the time constraints experienced by beginning teachers. She writes:

> If you have ever been at a three-ring circus, you will have some idea of how the beginning teachers in the study felt. Remember how you just became totally engrossed in the events of one ring when those of another caught your attention and drew you away from the first. Then ring three commanded your attention. What should have been an exhilarating experience turned into one of frustration. There is just not enough time to take everything in and you are left pulled in many directions. Similarly, a beginning teacher may just begin to plan her program when she realizes that she must come to understand her children better if she is to plan suitable experiences. As she switches her attention to getting to know her class, a memo from the office reminds her of a meeting, a parent conference, or some clerical task to be done. How difficult it is to find enough time to keep "every" ring running smoothly. She feels pulled in many directions and finds it hard to accomplish all those things educators must do (p. 217).

Time was also a recurring theme in the accounts given by the participants of their practicum experiences in Tardif's (1984) study and in MacKinnon's (1987) study of student teaching. The present was no exception. Time constraints were a reality for all the three student teachers.

Each of them was initially overwhelmed with all the things he had to do and how much time they all took. There was a tendency for each to spend all the time he had on school work, especially preparations and corrections, in an effort to get things as close to perfect as he could. Peter seemed most able to set priorities related to his own personal well being. Even though he did not often accomplish it, he tried hard to keep his weekends for himself. If he were able to give his best to teaching Monday through Friday, he had to feel rested and rejuvenated through setting aside time to do things for himself like going out with his girlfriend, socializing with other friends or just sleeping.

After taking a weekend off from all the school work and spending time with his uncle's family, Chris admitted he felt a lot more rested and ready to face the week. Even though he experienced some advantage in taking a complete break from school related activities, he seemed either unable or unwilling to do it on a regular basis. The same could be said about Daniel who was very committed to his soccer games.

Like all student teachers, Chris, Peter and Daniel were placed in stressful, challenging and wearying situations. Stress was always present both in a positive form of exhilira- tion as well as in the negative forms of tension. Throughout the practicum, the three student teachers spoke of extreme weariness at the end of the teaching day or week and, at the same time, of a positive feeling that the experience was well worth it. Perhaps there is a lot of truth in the way Peter, Chris and Daniel described the stressful lives they lived throughout the nine week practicum, that of not only being "overworked", but also having to put up with "constant headaches" and "sleepless nights".

Summary

Situations in which individuals strive to follow in someone else's shoes, evaluate and be evaluated, be assertive and directive in front of students while deferring to their more experienced mentors, and act as though they know what teaching is all about while learning about teaching are difficult.

In this chapter I have attempted to describe the nature of the practicum in the student teachers' world -- what student teachers go through or experience prior to and during the practicum. I tried to describe that for Chris, Daniel and Peter, teaching practice generally meant that it was the time to go out to experience the "real world" and put theory into practice. Experiencing that "real world" meant having to live with high levels of anxiety and stress as a result of continuously having to conform to the established patterns and practices of the classrooms, striving to meet sometimes conflicting expectations of two different supervisors and generally having to work in the proverbial goldfish bowl, under a pair of observant eyes. Although the three student teachers may have learnt much from the nine week practicum, this learning did not come about without having to pay the price of living under constant pressure and stressful moments.

CHAPTER 5

THE PRACTICUM AS EXPERIENCED IN THE COOPERATING TEACHER ROLE

> During teaching practice, you are stuck with one or two students teachers for 9 to 10 weeks whether you like it or not. You get no help or advice from the university regarding what they expect of you and what you can expect from their students, so basically, you just do what you think is best for the student teacher. No one really seems to care and acknowledge what you do so I don't know, it's really a time of much confusion and frustration (Ms. Mela).

Introduction

In teacher education the cooperating teacher often appears to be the most important person in helping student teachers come to understand what it means to teach (Olson & Carter, 1989; Potthoff, 1993; Tinney, 1993). They are well trained and prepared for their role as teachers, but they usually have little or no formal training with respect to their role of cooperating teacher (Anderson, Major & Mitchell, 1992; Mills, 1990; Hopkins, 1986). This may lead to a lot of frustration, confusion and conflict as was evident among the cooperating teachers in this study.

Thus, the practicum as experienced in the cooperating teacher role is being discussed in this chapter in the following interrelated themes:

1. Working with Uncertainity

2. The Counselor and Evaluator: Role Conflict
3. More Headaches: Consequences of Having Student Teachers

Theme One - Working with Uncertainity

> Well, to me, teaching practice, practicum or whatever you call it means nothing more than just another lot of university students going out to schools to have a crack at some real teaching and we are here to help along blindly, because of the seven years that I have had student teachers, believe me I have not seen a copy of the so-called teaching practice handbook so like Mrs. Lama, I've been simply doing my own thing and if they (student teachers) wish to adopt my ways, good! and if not that's fine too (Ms. Mela).

Like all cooperating teachers in Papua New Guinea, Mr. Java, Mrs. Lama, Ms. Ranu and Ms. Mela had no formal or adequate preparation in terms of the skills needed to work with student teachers. It may be worth noting that these four cooperating teachers may have had prior experiences that might have become useful because the skills they have in working with their students presumably could be used to work with the student teachers.

However, it didn't seem that way with the four cooperating teachers in this study. Consequently, it became evident right from the beginning that all of them did not fully understand the purposes to be accomplished and what was expected of them in the practicum. Thus, some viewed teaching practice as nothing more than just another lot of university students going into schools to have a crack at some real teaching. The following excerpts from the pre-practicum interview illustrate this well:

> Oh, teaching practice doesn't really mean anything to me apart from working with a couple of student teachers and I mean I really don't know, it's something that happens every year and so what? The disturbing thing is, well, of all these years that I've been working with student teachers, not one year or not once did I receive anything in writing from the college or the university clearly stating my duties, you know like what they expect me to do in terms of helping the young teachers, so I've been just doing things my own way and I tell them to first observe me and then try and do as I do basically (Mrs. Lama).

Mr. Java who works with student teachers in the same way his cooperating teachers worked with him when he was a student teacher picks up the conversation:

> Yes, I agree with everything you say. This is only my third year of teaching and I have no idea of what the university wants from us. I tell you I had a hard time last year when I had my first experience of working with a student teacher. Being a student teacher myself not too long ago in this very school, I was able to refocus on what my cooperating teachers did to me and it was on that very basis that I worked with my student teacher last year and no doubt it's going to be the same this year.

Ms. Ranu who agrees with all her colleagues adds:

> I've been relating to my own student teacher days and it was on that basis

> I've been working with my student teachers and this round will be no different unless of course some miracle happens.

Teaching practice was generally defined as the time when student teachers take on full responsibility to experience real teaching by putting theory into practice under some type of supervision over a period of time.

> It's the time when student teachers are able to correlate what they have learned at the university and put it to practice and give them a feeling of what teaching is all about under some type of supervision over a period of time (Ms. Mela).
>
> Yah .... and it's a time when they seek the opportunity to do it on a day to day basis and be viewed as part of the staff and take on full responsibilities because there is much more than just teaching and it's a good opportunity for them to see what it really involves (Ms. Ranu).
>
> Yes, of course, exactly, and to take full responsibility as a teacher, not just in the classroom but also in everything that goes on outside the classroom like extra curricular activities (Mrs. Lama).

The practicum hardly came up in conversation prior to the allocation of classes and selection of cooperating teachers to work with the student teachers. However, once the allocations were completed and made known to the cooperating teachers by the deputy headmaster I quickly realized how important it was in their eyes; it wasn't that they were unmindful of its approach, it was just that there was no form of communication between the parties involved to discuss issues concerning the forthcoming event. For example, there was no evidence of any formal or informal meetings between the university supervisor, the school liason officer, the cooperating teachers and/or the student teachers prior to, during or after the practicum.

None of the cooperating teachers were consulted to find out whether or not they wanted to have student teachers. Instead, they were simply instructed to take on the student teachers by way of a memo from the deputy headmaster of the school at the end of the observation week.

Not really knowing what was expected of them, the cooperating teachers felt that they had nothing new to look forward to and hence showed little enthusiasm about the whole thing. When asked to work through a typical day and describe and explain some of the things they would normally see themselves doing with a student teacher, I received the following comments:

> Well, what's new? ... it's basically the same things we have been doing with previous student teachers like besides sighting their lesson plans before they go into the classrooms to teach, we also have to make sure that any materials that they may need are available and things like that (Mrs. Lama).

Ms. Mela picks up the conversation:

> Yes and you go in and observe if you have to after they go in to teach and if not you just simply go about your own business of the day and just be available in case any of them need your help in anything.

And Mr. Java adds:

> Yes, and also besides all these things, you know during morning tea and lunch hour breaks if I have time I would sit down and discuss other things like, how they are getting on with the students and the other teachers in the school and other matters relating to the teaching profession.

The concerns or anxieties they had at the beginning of the practicum centered mainly around the manner in which they were chosen to be cooperating teachers, the extra work on their shoulders and the idea of giving away their classes for nine weeks.

Ms. Mela was disgusted about the manner in which she like her other three colleagues had been chosen to be a cooperating teacher:

> I am sick of this system. Why don't people have the simple courtesy to consult me first before giving me a student teacher. I don't mind having student teachers, but can't I even have any say in how I feel because after all its me and my students who are going to be affected at the end of this nine week teaching practice.

Mrs. Lama was more concerned with giving away both her grade 7 and 8 classes for the whole nine weeks. She articulates:

> When I resumed duty I was told that both of my classes will be taken over by the student teachers. I wasn't too happy about that idea and I even indicated that to Mrs. Pala (school liason officer) and she has done nothing about it. She said she was only doing what Mr. Hada (deputy headmaster) instructed her to do.

Mrs. Lama further explains why she feels the way she does:

> I didn't like the idea of giving away both classes because I have to mould them up and they are now starting to behave in class and like I said earlier, we have discipline problems in this school and now that somebody new is taking them, they are going to go back to square one and I have to start all over again when the teaching practice is over and gosh who wants to have to go through all that again?

Ms. Ranu shares Mrs. Lama's concerns and adds:

> I also have a particular way of introducing a new topic and the students are already used to it and although I have had a talk with the student teachers on this, I don't know whether or not they will be doing the same.

Mr. Java was more concerned about altering his relationship with his class:

> I feel that when a student teacher takes over my class for a good nine weeks, he may spoil or damage the relationship that I have established with the class and I may have a hard time rebuilding this relationship after nine weeks of not seeing them.

All four cooperating teachers did not anticipate any real problems with having the student teachers and the general indication was that they would be basically doing the same things they had been doing with previous student teachers, to use Ms. Mela's words "it's just the matter of sticking to the old routine".

In fact, none of the four cooperating teachers were anxious about who their student teachers were going to be and how they were going to relate to them. According to one of the cooperating teachers, it was too early then to be discussing such issues. Mrs. Lama elaborates:

> I think it's too early to ask this question because we hardly know our student teachers at this stage because whatever events or processes we engage in will obviously involve our student teachers and its going to be a two way thing.

The others agreed with Mrs. Lama's comments and the conversation ceased.

Learning something new from the student teachers and the satisfying feeling of helping someone pass through this difficult stage in his training successfully were viewed as rewarding events.

> Although it means a lot of hard work, it can pay off because we can also learn a lot of new things from our student teachers, you know like new methods of presenting lessons and things like that (Mr. Java).
>
> And to know that you have been one of those who made it possible for a young and upcoming teacher to pass through one of this difficult phases in his training can also be a very rewarding feeling especially if you happen to be teaching in the same school 3-4 years down the line after he has graduated and is a certified teacher (Ms. Mela).

Upon receiving a student teacher, a teacher is required to take on an additional work load on top of what he or she already has. These among other commitments may include assisting the student teacher with lesson preparations, helping to locate certain materials, checking and commenting on lesson plans, observing and providing feedback and organising and holding conferences almost on a daily basis.

Balch and Balch (1987) in this regard state that accepting a student teacher is a big commitment. The implications have a life long impact on many young people. They elaborate:

> The role of supervising teacher requires a commitment unlike that in any phase of teaching. Involving hours of patient preparation and weeks of tedious progression in classroom technique, student teacher-supervisor relationships are an investment in the education of tomorrow. Like financial investments, some of these experiences yield excellent interest while others result in what seems to be a deficit (p. 3).

One can appreciate the fact that this must make the cooperating teacher the most important individual in the eyes of the student teacher (Olson & Carter, 1989). Henry and Beasley (1989) contend that the influence of a cooperating teacher on student teachers has always been considered to be significant. They cite the works of Karmos and Jacko (1977) in this regard state that cooperating teachers have been far and above the most significant professionals who influenced student teachers. McVea (1992) contends that the greatest apparent need is for empathy, understanding, and release from the pressures and anxieties presented by student teaching. Student teachers, according to McVea, have strong needs for social and emotional support and this apparently is given by cooperating teachers.

However significant they may be, many cooperating teachers are said to have received little or no training to prepare them for the supervision of student teachers (Applegate, 1985; Garland & Shippy, 1991; Grimmett & Ratzlaff, 1986). In their role as cooperating teachers, the teachers are involved in many activities they were not prepared for in their formal teacher education program. These activities may range from simple items, which may almost seem like common sense, to complex human interactions. For example, having a workspace or desk ready for the student teacher on his arrival can set the tone for the student teaching experience by making the student teacher feel welcome.

Hopkins (1986) writes, "teachers in the role of cooperating teacher are given very little preparation in terms of the skills needed to work with student teachers" (p. 4). Balch and Balch (1987) concur with this and note that it is unusual for cooperating teachers to have received much training and guidance in leadership for these supervisory tasks.

The cooperating teacher is thought to be a very important person within the practicum setting because of the significant influence he or she has upon the student teacher. The cooperating teachers in this study have received no formal training to equip them to work with student teachers.

It was also evident that there was a lack of choice in participating on the part of the supervising teachers. Each was simply instructed to take on a student teacher as part of his/her professional obligation. It may be worth noting that like other schools throughout Papua New Guinea, this school had no set criteria for selecting cooperating teachers. Whatever criteria used to select these cooperating teachers may have been of a more pragmatic nature and unrelated to the goals of the practicum or the general teacher education program.

All of the four cooperating teachers expressed some degree of confusion and uncertainty not only about the purposes to be achieved in the practicum but also what was expected of them and in turn what they would expect from the student teachers. As a result of their uncertainty, Mr. Java, Mrs. Lama, Ms. Ranu and Ms. Mela all showed little enthusiasm about the forthcoming event. In fact, they were more concerned with the additional work on their shoulders and having to give away their classes for nine whole weeks more than they were with anything else.

Theme Two - The Counselor and Evaluator: Role Conflict

> I'm afraid I fail to see the logic here. How can you be a friend and an enemy at the same time? You can't be both, you're either one or the other. I don't know, I find it contradicting to be helping and assessing at the same time. No wonder it's difficult (Mr. Java).

All of the four cooperating teachers were well aware of this role conflict. They generally felt that they were doing an injustice to the student teachers since, on the one hand, they were helping them and on the other assessing them.

Consequently, the cooperating teachers preferred to concentrate only on the counseling role and let someone else take on the evaluator's role.

They were divided on who this "someone else" should be. One of them suggested that the heads of subject departments take up this role.

> I think that it is more appropriate for the heads of subject departments to evaluate since they have been doing just that to the teachers in their respective departments and evaluating the student teachers would be basically the same thing except that they would be using the evaluation forms supplied by the university (Ms. Ranu).

Mr. Java who was himself the head of the Social Science department was opposed to that idea.

> I have enough headaches trying to evaluate five of my fellow colleagues all of whom I get on very well with in the Social Science department. Adding two more student teachers besides Peter whom I'm already working with will be a nightmare. It's just something I don't look forward to and enjoy doing.

The two other teachers wanted to leave evaluation entirely to the university supervisor since in their view, student teachers were the university's students and not the school's. Moreover, the university supervisors have been with their student teachers long enough to know of their strengths and weaknesses to enable them to give a fair evaluation. Mrs. Lama elaborates:

> The bottom line is that these student teachers are not our students. We have

> our own school students to worry about so let the University take care of evaluating its own students. The university supervisors should know their students better than any of us, so it only makes sense to leave all this evaluation stuff to the university supervisor and we just concentrate on helping them to live up to whatever expectation the university has of these student teachers.

If any evaluation was to come from the school, it should be the sole responsibility of the school liaison officer who is the school's direct link with the university. Ms. Mela explains:

> If the school is required to provide any form of evaluation, then it makes more sense if this is done by the school liaison officer since she is the school's spokesperson who has the direct link with the university on all matters including that of the supervision and assessment of these student teachers.

Although there was some division as to who exactly should assume the evaluator role, the one thing they all agreed on was that this person should not be the cooperating teacher.

All four cooperating teachers agreed that their major role should be to help the student teachers to as Mr. Java puts it, "learn the art of teaching and become confident in the process, and not scaring them with this evaluation stuff."

According to the four cooperating teachers, these student teachers had come to them for help and not to be assessed in its strict sense. Consequently, they all felt it more appropriate to be concentrating on just helping them get through the practicum experience and leave the assessing part to someone else. One of them attempts to explain:

> Generally speaking you would not go to someone and ask him or her to do you a favour by knocking you on the head with a block of wood. Of course not, life isn't like that. You normally seek for help and advice if you're in need of something, not trouble .... and this is what the student teachers come to us for, to be helped, not to be assessed (Mrs. Lama).

Mr. Java who did his teaching practice only three years ago in that same school picks up the conversation:

> I can clearly recall what I expected most from my cooperating teachers when I did my teaching practice in this same school three years ago. I needed help and advice more than anything else and I think that's what the student teachers generally expected so we should just concentrate on helping them and not be bogged down with the assessing aspect.

There were several reasons for their not wanting to take on the evaluative role. The first had to do with the difficulty they had experienced in trying to evaluate someone who has been a very close friend and a colleague for a period of time. They express these feelings in their own words:

> Evaluation, yes, oh that's what we've been hanging over the last couple of weeks. I mean you know once you get real close to them like socially, it becomes very hard to evaluate them .... in one way you treat them like your close friends and colleagues and yet you still have to evaluate them and that's hard (Ms. Mela).

Ms. Ranu picks up the conversation:

> We treat them exactly like our colleagues

> but the bottom line is they are still student teachers and we have to evaluate them and that's a difficult task and I wish we didn't have to do that, you know we are always in a conflicting situation.

Mr. Java adds:

> And it's almost easier if you don't get close, it's easier to evaluate if you didn't get close. But on the other hand, sometimes I think when you get close, a little closer to them, you might be getting to know a little more about them, you get to know the inside of them and that can help in your relationship too and more important they get to see a lot of the inside of you and so you can give them a lot of more personal thoughts on how you teach and what you do and things like that you know.

Secondly, it was felt that the student teachers would never trust them. The cooperating teachers felt that no matter how hard they tried, they would have a hard time winning the complete trust of those very people they try to help on a daily basis simply because of the evaluative role imposed upon them. One of them explains:

> And maybe that's one of the big problems of maybe winning the student teacher's trust. How can they really trust us their so called colleagues, counselors, mentors, facili-tators, helpers or whatever you like to call it, when deep down they know that we, the very ones they rely for help and advice are going to assess them in the end, where is the trust? (Mrs. Lama).

Ms. Mela relates this to the role of the heads of subject departments and the school inspectors and discusses:

> It's no different to us teachers as one relates this to our heads of subject departments and the school inspectors who on the one hand are trying to help us grow professionally and yet on the other are frequently assessing us. I mean let's be honest, who in his or her right frame of mind would really trust either of these two? I don't and never will, so I guess it's the same with us and the student teachers because of the evaluative role imposed upon us.

Another reason for the cooperating teachers not wanting to take on the evaluative role had to do with the credibility of their reports. From past experiences, they were not always sure if the school liaison officer would believe and take the contents of their reports seriously while compiling the final school reports. Mrs. Lama who had been a school liaison officer for four consecutive years in two different schools shares some of her past experiences:

> I know that school liaison officers may not always take any note of the cooperating teachers' reports when they are compiling the school's final reports on the student teachers, especially if the cooperating teacher's reports contradict with the school liaison officer's own observations and reports. I have actually done this myself a couple of times.

It may be worth noting that it is common for cooperating teachers not to read the final school evaluation reports to see if these reports do reflect some of their impressions of the student teachers they have evaluated. The cooperating teachers felt that if their evaluations were not consulted by the school liaison officer when compiling the school's final reports then in Ms. Ranu's words, "we would be just wasting our time and energy having to evaluate and report on these student teachers".

The cooperating teachers also expressed similar doubts about the university supervisor when he writes up his final reports on the basis of his own observations and the final reports from the school. One of them elaborates:

> During my four years as a school liaison officer, I have on several occasions learnt about student teachers failing their teaching practice despite the fact that they had excellent school reports. So whose reports are more credible? (Mrs. Lama).

Mr. Java reflects upon one of his fellow student teachers three years ago:

> Of the four of us in this school, this person was just simply the most outstanding. He was well liked by the whole school and not surprisingly he had an excellent report from the school, but we all knew that he didn't get on well with our university supervisor and consequently he ended up failing the teaching practice.

Ms. Ranu who was still trying to make sense of how the student teacher she had worked with the previous year failed her teaching practice relates:

> I almost had a heart attack last year when I learnt that the poor student teacher I had failed her teaching practice. She was one of the best young teachers that I've worked with and all my reports on her were excellent. In fact I gave her a straight "A" and how she

> failed remains a mystery which only the school liaison officer and the university supervisor can solve.

Although the cooperating teachers may have experienced this role conflict in different ways, one thing they all had in common was that they found it difficult to communicate to student teachers when carrying out formative evaluations, particularly when they had observed areas of weakness in student teachers' instructional practice. One of them describes how frustrating this can become:

> When you see something in the classroom that you find is not the way it should be, and when you ask student teachers about it, or tell them about it, or try to bring them around to seeing that, it is seen as a put-down, a negative comment, a negative evaluation, and therefore they feel that they are not good at what they are doing (Ms. Mela).

Despite the conflicting situation the cooperating teachers found that they still had to evaluate the student teachers. Mrs. Lama, Ms. Ranu and Ms. Mela all agreed that the best they could do and had been doing is no different to what Mr. Java articulates and has been doing.

> I find it quite difficult but I try to be more honest with the person I evaluate, after all you can't be too sympathetic and give a false impression because that will be wrong and it won't do any good to the student teacher in the long run.

Mr. Java actually revealed that he was very frequently compelled to struggle with the choice between providing true but potentially discouraging feedback or strengthening much needed confidence by witholding negative comments. His three colleagues shared similar feelings and the four of them agreed that they were well aware that each choice they made or would make carried with it the potential for errors that could have long-range consequences. When the "truth" is withheld in order to allow the student teacher time to achieve greater mastery, but no progress is later observed, the supervisor or cooperating teacher may feel it unfair to counsel out a student who has already invested several years in teacher preparation (Katz, 1986). Katz continues and states that in many such cases, the supervisor (cooperating teacher) faces the choice between the error of discouraging or even failing a student teacher who might have become good at teaching, or of retaining a student teacher who might turn out to be ill suited to it. "To my knowledge there are no data to guide any supervisor in the choice or error in cases of this kind" (p.9).

Anderson, Major and Mitchell (1992) who recognize this dilemma suggest that cooperating teachers should be informed that how they handle things is up to them, that they should trust their instincts. As long as they want their student teachers to have honest and realistic experiences and encourage them to be the best student teachers they are capable of becoming, they should trust their built-in guidance system. "Something as complicated as being a cooperating teacher cannot be cookbooked" (p. 102).

Inevitably, as educators talk about the helping focus of supervision in classes or workshops, the same questions come up: "yes, but how about evaluation of the teacher? How can a supervisor be expected to develop an open, supportive, and trusting interpersonal climate when he or she is also expected to evaluate the teacher?" (Blumberg, 1980, p. 163).

The very same questions could be asked or directed to the cooperating teacher who takes on a student teacher within the practicum setting. Avalos (1991) writes:

> One of the constant criticisms made against the supervisory process concerns the confusion between its role of guidance and support of the trainee and the function of assessment of the trainee's ability to teach (p. 39).

Of the many roles that cooperating teachers play within the practicum setting such as planner, instructor, observer, provider of feedback, two stand out as directly contradicting each other. These are the counselor role and the evaluator role. Turney et al (1982) provide us with a sense of what is involved in each of these two roles. The counselor role they state is based on a sensitivity and concern for the student teacher as a person and as a developing teacher. They continue:

> It embodies those supervisory skills that help the student develop positive attitudes, resolve concerns, clarify behaviours and co-operate with others. This role is a central one which underpins the operation of all of the other roles since it deals with the affective and interpersonal aspects of the student teacher's work (p. 6).

The evaluator role on the other hand is concerned with making sound judgements about the level of the students' development as a teacher in relation to the aims of the practicum. These judgements they say "are made on the basis of evidence accumulated from successive feedback sessions with the student teacher and are finally summarized in a report conveyed to the student teacher and the teacher education programme. The evaluator role, if not sensitively and supportively played, could potentially conflict with the counsellor role since the making of judgements about their teaching progress almost inevitably poses something of a threat to student teachers" (p. 7).

Katz (1986) labels these conflicting roles as "demands" more than anything else in order to convey the sense that "they are aspects of the role that seem to "push" and "pull" the role-taker in different, if not opposite directions" (p. 4). Thus in the practicum setting, cooperating teachers are expected to evaluate student teaching performance as well as providing student teachers with feedback in a warm, supportive atmosphere that will encourage their development (Foster, 1989; Mills, 1990).

Calanchie (1990) who no doubt is well aware of this dilemma writes:

> The great dilemma for the cooperating teacher is balancing the conflicting role as evaluator and helper. On the one hand there is an expectation to develop an open, trusting and supportive interpersonal relationship with the student teacher, while also being expected to

> make judgements regarding the student teacher's effectiveness (p. 75).

It has been observed that in the interaction between supervisors (cooperating teachers included) and their student teachers, despite attempts to reconcile their role behaviours, the evaluative role tends to predominate (Avalos, 1991; Henry & Beasley, 1989; Nias, 1976; Tinney, 1993). This conflict seems unrelated to the personality of the supervisor, and occurs as a consequence of the organizational constraints of the practicum (Blumberg, 1980; Joly, 1992; Ord, 1990).

Katz and Raths (1992) who also recognize this dilemma suggest that one way to overcome this role conflict is to separate the formative and summative evaluation roles and have different members engaged in the supervisory process take on these different roles. For example, the cooperating teachers in this study suggested that they should concentrate on the formative aspect only while someone else, like the school liaison officer and the university supervisor, focus on the summative role.

The great dilemma for cooperating teachers is balancing the conflicting role as evaluators and counselors. On the one hand there is an expectation to develop an open, trusting and supportive interpersonal relationship with the student teacher, while also being expected to make judgements regarding the student teacher's effectiveness.

All the four cooperating teachers in this study were well aware of this role conflict. Consequently, they preferred to concentrate only on the counseling role and let the heads of the subject departments or someone else take on the evaluator's role.

There were several reasons for not wanting to take on the evaluator's role. First, they experienced great difficulties in trying to report on someone who had been a close friend and a colleague for a period of time. Secondly, they felt that by evaluating, they were losing the trust of their student teachers which was an uncomfortable feeling. Thirdly, relating to their past experiences, the cooperating teachers felt that their reports may not always be consulted when the final school reports are being compiled and hence viewed the evaluation process as a waste of time and energy on their part.

This duality of role is not peculiar to the practicum setting. It is part of life in all organizations where holders of various hierarchical positions are responsible, not only for the growth and development of others, but also for the evaluation of their performance. The impression I got as I conversed not only with the cooperating teachers in this study but generally with other teachers and people in education, was that the issue is largely ignored. In most cases it seemed that the cooperating teachers, like other supervisors, would talk about the problem among themselves and then shrug their shoulders knowing that the game will be played. Student teachers also talked about the problem and played their own, often elaborate, game. It is another supervisory problem that typically is not dealt with and is being avoided.

Theme Three - More Headaches: Consequences of Having Student Teachers

> ..... as I have always maintained, working with student teachers simply means adding on more work on our shoulders, yes, just more headaches. You really have to be prepared to sacrifice a lot of your own time when you work with these young student teachers (Ms. Ranu).

As was mentioned previously, the four cooperating teachers had no say in whether they wanted to take on a student teacher or not. All cooperating teachers in Papua New Guinea have little or no say. They are simply instructed to take on student teachers by the head of the school or his/her deputy as a sense of professional obligation. The four cooperating teachers generally believed that instruction was at risk because of the "take over" of the student teachers. Three of the cooperating teachers expressed strong feelings about the direct effects of the student teachers' instruction on their students' learning. The cooperating teachers knew that they would ultimately be held responsible for their students' academic progress. As one of them (Ms. Ranu) puts it, "you know if anything goes wrong with our students like if all of a sudden they are scoring low marks in tests and things like that we are the ones that are going to be answerable to their parents and the authorities alike". The cooperating teachers also felt displaced and almost unwanted with the student teacher's presence. It was generally felt that the arrival of the student teachers had an adverse effect on their relationship with their students. Two of the cooperating teachers stated that their students "liked" the student teachers better than them hence this caused them to feel unwanted and they began to feel displaced from the central position in their own classrooms. Three of them, with eight, ten and fifteen years of teaching experience respectively, sometimes felt threatened when their student teachers made any attempts to propose new ideas for instruction. Two of them actually admitted discomfort and a vague jealousy. They thought they should be the source of ideas for instruction because they had a wealth of teaching experience behind them. One of them elaborates:

> Yes, it's true that sometimes I feel that after having taught for 15 years now I don't need to accept any advice from a young student teacher but I don't know, I have mixed feelings, like I should be the one telling him what to do and yet some of his ideas may be worth trying out (Mrs. Lama).

The student teachers were generally held responsible for the disruption of normal classroom routines. Although all three student teachers in this study made it very clear that they, as visitors or outsiders, had no choice but to simply conform to the existing culture, which included routines, of their cooperating teachers' classrooms, the cooperating teachers, on the other hand, articulated that their student teachers often disrupted the normal classroom routine. Mr. Java stated that "the student teachers had to get used to routines and fit into them and had a lot of difficulty in making sense of how the classroom worked". Ms. Mela who was aware of the confusion that student teachers go through in trying to find order in this complexity explains:

> Well personally I think in the first instance these young inexperienced teachers are overwhelmed by the enormity of the day to day routine when so many things seem to be happening during a typical school day in a self-contained classroom.

The cooperating teachers generally found it unsettling to have their classroom experiences changed and sometimes challenged in the substantial ways that occurred with the arrival of the student teachers. For instance, the student teachers often handled classroom management problems differently from them in that sometimes they were far more punitive than their cooperating teachers. At other times the student teachers ignored misbehaviour and spent time on very trivial matters. The cooperating teachers many times had to re-establish boundaries, manage the classrooms from a peripheral position, or attempt to work around the student teachers' actions, while trying not to undermine their young colleagues. All four cooperating teachers resented the disruption to routines. However, because they were committed to helping the student teachers as well as teaching their students, they had to make a lot of compromises.

Despite these tensions, all four cooperating teachers found ways to integrate the student teachers into routines. The student teachers were often regarded as coming in with too many "university ideas" that the cooperating teachers who had been in the classroom for many years, regarded as irrelevant to the world of the classroom. For example, the cooperating teachers did not really believe in integrated teaching, thus, these teachers wanted the student teachers to teach subjects independent of one another and did not really see any relevance in integrated teaching as advocated by the university. Thus, these teachers wanted the student teachers to teach subjects independent of one another as Mrs. Lama elaborates:

> Maybe I have been in the profession a little too long to easily buy into any new ideas, but I fail to see how you can effectively integrate two different subjects to improve your teaching. For instance, what teaching skills in English do you employ to relate to say, the concept of "Family" in Social Science? There may be ways, but not any that I can think of.

Although, the student teachers did not challenge the cooperating teachers about long-established practices, these teachers worried that they might not be able to answer them adequately in the event that one of the student teachers did so. As Ms. Ranu explains:

> Yes, the two student teachers teaching my English classes have been really into the MICE concept (motivate, inform, challenge and excite) .... you know its another one of these university ideas again. I just

> hope one of them don't question me on this concept or why I'm not using it because honestly I will not know how to answer them.

Two of the cooperating teachers, who especially felt that they had spent too much time with their student teacher, worried about the indirect effects on the students of shifting time and energy to the student teachers. These teachers often talked about teaching as hard work. They ended the school day tired and exhausted. Working with student teachers only added more responsibilities to an already busy typical school day.

In a typical school day where teachers complained there was never enough time to do everything that needed to be done, there was more to do. Mr. Java who keenly felt the loss of this time states:

> Well, working with student teachers is certainly very tiring. I can see how we cooperating teachers spend so much time with these student teachers on a one to one basis. Compare this with the amount of time we give to any of our students' needs.

It was generally felt that student teachers can direct a great amount of teacher energy and attention from the students. This dilemma unfortunately remained unsolved even by the end of the practicum.

All the cooperating teachers expressed concern over the lack of communication between them and the university or its representative, the university supervisor. These cooperating teachers found the university's support insufficient and seldom clear or well defined. This lack of communication created adversarial feelings toward the university and questioning of the expectations that came from the university. Ms. Mela speaks of her concern:

> There need to be regular meetings between the university supervisor, the school liaison officer, the student teachers and the cooperating teachers right from the start to iron out any differences and misunderstandings so that we can all work towards a common goal.

Mr. Java picks up the conversation:

> My main problem is not knowing when Mr. Atta (university supervisor) is making his trips here, no idea of his schedule. And in the event that we happen to meet its just "hello" one minute and "goodbye" the other and he is gone.

All the teachers expressed the concern that the school liaison officer and the university supervisor should be taking the leading role in organising regular meetings between themselves, the student teachers and the cooperating teacher. Sadly, no such meetings took place all throughout the practicum.

The communication issue came up very frequently during our discussions accompanied by unanimous criticism of the lack of two-way communication prior to and during the teaching practice. All four cooperating teachers thought that the student teachers were equally uninformed about the student teaching experience in general and the university's expectations in particular. The teachers agreed that the university as represented by the supervisor, not only affected them negatively but was almost totally indifferent to their schedules, needs, and priorities. They were not listened to and almost always felt demeaned by this process. What they wanted was a simple two-way communication in which their voices were heard equally. An example one of the cooperating teachers offered was that messages about when Mr. Atta would visit were relayed through the student teacher with no apparent regard for the cooperating teacher's schedule or convenience. Ms. Ranu describes an actual incident:

> Oh, I won't forget that Thursday when me and Mr. Atta met at the door to go in to the same class to observe the same student. Realizing that, I turned and returned to my office .... I thought he was going in to observe and he thought I was going in. In the end none of us did as I learnt from the poor student teacher later .... and I could see all the frustration in his face.

Other concerns raised by the teachers had to do with the absence of the practicum handbook, not always getting or receiving assistance from colleagues who have had the experience of working with student teachers before and not knowing exactly how much help they were expected to provide to the student teachers. For example, Mr. Java who had had his first experience of working with a student teacher only the previous year comments:

> Come to seriously think of it, this time last year was a living hell for me, in fact all throughout the nine weeks of

> teaching practice. I simply did not know what to do with that student teacher and moreover, I got no assistance from teachers who had had student teachers before. There were three senior teachers who had worked with student teachers before and whenever I approached any of them, they simply commented that they were too busy and did not want to have anything to do with the teaching practice and so I was entirely on my own.

Ms. Mela, who was the most outspoken of the four cooperating teachers, was more concerned with not even having a chance of seeing the teaching practice handbook. She expresses her concern:

> Like I said during the first interview (pre-practicum), the most annoying thing over the years for cooperating teachers has been working with student teachers without the so called teaching practice handbook.

Ms. Mela continues:

> I mean I have been doing things my way all these years in an effort to help these poor student teachers. What else can you do without consulting what's suggested in these teaching practice handbooks?

The practicum handbook issue came up a couple of times during our conversations and I could understand that because the university in almost all cases sends just one handbook with other information to each school. The expectation is that this one book will be made available to every teacher in the school, especially those working with the student teachers. All four teachers asserted that none of them had seen a handbook during all those years they had worked with student teachers because according to them, the handbook never went beyond the headmaster's office. In the event that it did, it found itself on some school liaison officer's shelf collecting dust. This implies that there were no meetings between the liaison officer and the cooperating teachers to share whatever materials and information were sent from the university. This practicum was no exception. No meetings or conferences of any sort took place between or among any participants and the practicum handbook was not seen in the staffroom nor with any of the cooperating teachers.

All these concerns, as Ms. Ranu put it, were "causes for bigger or more severe headaches". Consequently, this led the other three cooperating teachers to agree wholeheartedly with Mrs. Lama's comments of being "unacknowledged, overworked and underpaid" in their capacities as cooperating teachers.

The cooperating teachers felt that they rightly deserved some kind of compensation for all the extra work and energy invested in working with student teachers. The issue of compensation came up a number of times not only in our conversations but also in the journal entries of those teachers who maintained their journals. For example, Mr. Java's journal entry reads:

> Supervising teachers in Papua New Guinea have been working with student teachers every year without any proper preparation in terms of the necessary training and guidelines needed to enable them to perform their roles more effectively. Many like myself have been and continue to

> work in total isolation and confusion. Moreover, no one seems to acknowledge the hardships we have been going through so I think it's about time we are compensated either by money or some kind of professional training.

By way of compensation, the cooperating teachers chose to be rewarded with either monetary rewards, professional development or public recognition. All agreed for an amount between K100.00 and K200.00 honorarium which is equivalent to $130.00 and $230.00 Canadian dollars. Failing that they wanted the university to develop and offer cooperating teachers credit-bearing first degree or graduate level courses dealing with the supervision of student teachers in order to broaden their knowledge of supervision theory, learn effective supervisory techniques and keep with the current changes that are occuring in teacher education. With regard to public recognition, they wanted letters of recognition from both the university and the National Department of Education for their files and, moreover, they wanted that to be a factor considered in their personal inspections for promotions and further advancement.

Many cooperating teachers willingly volunteer to take on student teachers despite the fact that most receive little compensation (Korinek, 1989). Other reasons for accepting student teachers include a sense of professional obligation and the hope that a "new face" might prove to be a "revitalizing force" in the classroom (Koerner, 1992, p. 47).

Unlike other teachers in the school who basically go about their unchanged daily routines, the cooperating teacher has to make a lot of re-arrangements and re-adjustments in order to accommodate an extra person in his or her own little world. This means being willing to sacrifice extra time and energy to take on added responsibilities and commitments and knowingly or unwilling to be interrupted from his/her normal daily routine.

Koerner (1992) argues that the expectation that the classroom teachers have the time or energy to add this task to all their other tasks and do an adequate job in teaching both the pupils in the classroom and the student teacher may be unrealistic. She notes that adding a new person to the classroom has both positive and negative consequences. The cooperating teachers in her study reported that this addition affected the instruction of the children, the routine, the materials and the activities. "More fundamentally, from the cooperating teacher's perspectives it changed the status of the teacher with the children and in turn changed the teachers' view of themselves as central in their classrooms" (p. 53).

Yates (1981) corroborates this and states that "although cooperating teachers recognize the importance of teaching practice, they feel it can still disrupt the working of a class" (p. 46).

Anderson, Major and Mitchell (1992) discuss similar concerns of cooperating teachers:

> Possibly the most common concern of veteran cooperating teachers is related to the big picture regarding the student

teacher to whom they have been assigned. "What kind of person will I be working with?" they ask. "I have read the information supplied by the university but it is pretty generic - an autobiography and a list of the classes in their major and minor fields. I want to know the *kind* of person I'm getting."

A second concern of veteran cooperating teachers is the skill level in pedagogy and the knowledge level in subject matter that their untried and untested student teacher brings to the assignment. Cooperating teachers ask all sorts of questions: "Does my student teacher have any experience with our reading series?" "Will my student teacher, who has a broad background in social studies, be able to handle a unit on Latin American geography?" "Will they be able to relate to my below-average classes?" "Will they be able to understand student questions, motivate the slower ones, and teach at the students' level of comprehension?"

A third concern is whether student teachers can relate to students. "Will my student teacher remember what it was like to be gangly, have braces, and be clumsy?" "Will they remember what it was like to be a boy in the middle school - pimples, hormones out of control, trying to be 'cool', just trying to survive puberty let alone learning much?" "When I have just begun to get this class moving and working cooperatively, and am just now getting them to make progress, will my student teacher be able to continue this or will I have to start all over again when my student teacher leaves?"

A final concern deals with the personalities of student teachers. We have heard cooperating teachers say the following: "What can we expect from this student teacher? The last one never visited the teachers' lounge, never attended staff meetings or teacher inservices. I got the impression that he was more of an aid than a student

> teacher. I want someone who is interested in teaching, involved and professional. I would not waste my time with the others."
>
> But we have also heard cooperating teachers say: "Last year, two student teachers took over the teachers' lounge and acted as though it were the university student union. They were loud, boisterous, and, most of all, critical of our school. They made *us* feel like outsiders. Our problem is that we took it. But no more!" (pp. 133-134).

The four cooperating teachers in this study generally felt that instruction was at risk because of the "take over" of the student teachers. They also felt they were being displaced and almost unwanted. It was generally felt that the arrival of the student teachers had an adverse effect upon their relationship with their students and some even felt threatened when their student teachers made attempts to propose new ideas for instruction. The student teachers were generally held responsible for the disruption of normal classroom routines and the cooperating teachers further found it unsettling to have their classroom experiences changed and sometimes challenged in the substantial ways that occurred with the arrival of the student teachers. All of the four cooperating teachers resented the disruption to routines.

According to the cooperating teachers, the student teachers were often regarded as coming in with too many "university ideas" that they who had been in the classroom for many years, regarded as not necessarily relevant to the world of the classroom. Two of the cooperating teachers who especially felt that they had spent too much time with their student teachers worried about the indirect effects on the students of shifting time and energy to the student teachers.

All the cooperating teachers understandably expressed concern that working with student teachers only added more responsibilities to an already busy school day. All four expressed concern about the lack of communication between themselves and the university as represented by the supervisor. They were particularly critical of the lack of two-way communication and wanted communication in which their voices were equally heard and valued.

Other concerns raised included the absence of the practicum handbook, not always receiving assistance from colleagues who have had the experience of working with student teachers before and not knowing exactly how much help to provide to the student teachers.

All agreed to the label of being "unacknowledged, overworked and underpaid" in their role as cooperating teachers. And being "unacknowledged, overworked and underpaid" were the consequences of having student teachers.

Summary

The discussion in this chapter focused on the cooperating teachers, what they experienced and the kinds of concerns they have as a result of working with student teachers. Though they were influential, all four cooperating teachers found themselves working with uncertainty due to lack of communication and insufficient guidelines from the university. Among others, the lack of two way communication and preparation of cooperating teachers to assume their supervisory responsibilities remain key problems in the practicum. The university relies heavily on handbooks, most of which in the first instance do not get to the cooperating teachers and do not convey at all effectively the numerous understandings and skills required of cooperating teachers.

The supervisory requirement for evaluation of the student teachers' performance made the cooperating teachers feel like a breaking of trust and an unkind act. The very act of giving critical feedback felt negative, contrary and in direct opposition to their supportive role. The point I've tried to express is that while the professional role of the evaluator is clearly understood and accepted, the human experience of acting in a manner that feels like being an ogre is not comfortable and acceptable.

The consequences of having student teachers meant having to put up with a lot of interruptions to their normal everyday routines and sacrificing long extra hours working with these young teachers. Realizing that they were alone in their struggles, the cooperating teachers labelled themselves as "unacknowledged", "overworked" and "underpaid". By way of compensation, the cooperating teachers chose to be rewarded with either monetary rewards, professional development or public recognition.

CHAPTER 6

THE PERCEPTION OF ROLES

> One aspect influencing the success of the student teaching experience could be found in attitudes of each of the members of the teaching triad toward each other as they relate to role expectations and responsibilities (Bain, 1991, p. 2).

Introduction

While many education students have stated that the practicum experience is the most valuable of their coursework, critics, according to Bain (1991) have often expressed their fears that the value of such is questionable with the procedures and goals open for debate. Bain asserts that "one aspect of possible success or failure of the field experience might be found in the attitudes of each of the members of the teaching triad toward each of the other members of that triad specifically or generally" (p. 3).

Speaking of the research on the triad members, Guyton and McIntyre (1990) write ".... studies that relied on data from interviews and observations indicated that role behaviors are influenced greatly by the way one conceptualizes or thinks about that role" (p. 524). Bain (1991) also tries to bring to our attention that the perceptions of all involved concerning their own and the roles of others within the practicum setting will also affect their interactions within that setting. For instance, Boudreau (1993) who focused his study on how cooperating teachers define their roles reminds us that this group of people play a major role in the success of a practicum. The definition they give to this role orients their behavior and interactions with a student teacher.

Bearing these thoughts in mind, cooperating teachers' and student teachers' perceptions of their own and each others' roles prior to, during and after the practicum are explored in this chapter. As well, the relationship of these roles as perceived by both groups of participants is discussed.

The Student Teachers' Perspective

> Well, apart from the little that is written in the teaching practice handbook, my understanding is that the cooperating teachers are basically there to help and guide us get through to the end of this important phase of our training (Daniel).

The three student teachers generally perceived the role of the cooperating teacher as more of a helper, someone they could turn to for help and advice. However, this didn't come about until much later during the pre-practicum interview. As indicated earlier, these students had had no teaching practice experience prior to this one, which would be the only one before they graduate and seek employment the following year. Consequently, they were very anxious and did not articulate much about what they expected of their cooperating teachers at the beginning of the interview except to perceive them to be there for advice and guidance apart from their evaluative role, as is illustrated below:

> The roles of cooperating teachers, well, we have been told basically that they will be observing some of our lessons and will be available for advice and guidance apart from evaluating us (Daniel).

The specific kinds of advice and guidance and the manner in which they would be evaluated were never elaborated by the student teachers. Nevertheless, they all perceived evaluation to be one of the cooperating teachers' roles. As our conversation continued, it became apparent that the terms "advice and guidance" led the student teachers to perceive the cooperating teacher to be more of a helper and facilitator or mentor than anything else. They articulate in their own words:

> Yes, I think more than anything else I see them as helpers. They are there to help us and guide us in learning everything about this new profession. They are the first people in the school that we are going to turn to for help and advice so I would say that helping us in whatever way possible should be their major responsibility (Chris).

Peter who saw the role of the cooperating teacher as that of a facilitator or mentor adds:

> Mostly a guidance kind of a role, let you do your own thing but if you go way out of track they would bring you back on track.

Daniel takes the "helper" role a little further than just helping the student teachers with things like lesson preparations:

> Yes, besides helping us with lesson plans and things like that I expect them to be standing by our sides and supporting us in times of trouble or disagreement either with the school staff or among members of the community because you know, who else can we turn to?

Daniel's comments prompted or led the three to go into a kind of brainstorming session which resulted in a number of specific roles that the student teachers identified as expectations of their cooperating teachers. These include:

"Help us and show us where to locate certain teaching materials"
"Tell us more about the education system"
"Tell us about the school's philosophy"
"Be available to help us at all times"
"Warn us about the problem staff"

"Tell us or show us how to approach the senior staff like the heads of departments, and the headmaster or his deputy"
"Tell us about the problem kids in the class and how to discipline them"
"Help us with our lesson preparations"

Most importantly, according to them, the student teachers expected the cooperating teachers to be kind and understanding and treat them like young members of the same team. As Chris puts it, "we just want to be treated as friends".

The following specific requests to help the cooperating teachers fulfill this friendship role were offered by Chris, Daniel and Peter:

"Please be honest, natural, and open in our discussions."
"Be candid in discussing your own shortcomings or lack of success in ideas you have tried."
"Introduce me to other staff members, and make

> me feel at home."
>
> "Give me the freedom to choose whether or not I want you in every class when I have assumed full responsibility."
>
> "Gather students' reactions to my teaching and then pass them on to me."
>
> "Give me confidence in myself."
>
> "Let me know that you are available if I need help."

As regards their own roles and responsibilities, the student teachers were left in the dark. Apart from observing their cooperating teachers teach during the first week of the practicum, planning their lessons in advance and taking part in extra curricular activities, as was stated in the handbook and articulated by the coordinator, they didn't have the slightest idea of what else to expect of themselves except to wait until they were in the schools. They would then find out from their cooperating teachers what was expected of them.

> And as for us, well apart from doing some observations in week one, planning our lessons in advance, taking part in extra curricular activities and other general things like dress and punctuality, we really don't know. We are told that we quickly have to find out from our supervising teachers what they expect us to do and I guess go on from there (Daniel).

This left them in a state of panic and frustration as Peter who was the more outspoken of the three elaborates relating to his earlier career in the army:

> Yes, the training, well that was hard stuff, but at least we all knew exactly what was expected of us and I think that's the main thing. In this situation, we are just left in the dark and I'm starting to panic and that's very frustrating. This training is even

> harder than that in the army under these circumstances.

Peter ended by stating that he thought there was some communication problem somewhere between the university and the schools.

He was right, there was no evidence of any effective communication between the participating schools and the university. Even though this school like a number of other schools was only five minutes by car from the university, these three student teachers didn't even have any pre-practicum visits and moreover they didn't know who their cooperating teachers were going to be until the first day of the practicum when they arrived at the school. One of them didn't know who his cooperating teacher was going to be until the end of the first week when the reluctant cooperating teacher was required to take on this student after having received strong instructions from the deputy headmaster.

All three student teachers thought the university through the teaching practice handbook would provide a clear and explicit outline of their roles and responsibilities as well as those of their cooperating teachers. They were disappointed because the university failed to meet that expectation. Consequently, Peter, Chris and Daniel had gone into the practicum with their own pre-conceived notions, apart from those vaguely stated in the teaching practice handbook and emphasized by the teaching practice co-ordinator.

The way in which the student teachers perceived their own and their cooperating teachers' roles remained consistent throughout the practicum. For example, when I enquired to see if some of these expectations had changed over time in the fifth week during the mid-practicum interview, I got the following responses:

> Well, nothing really has changed so far in terms of what we expect of ourselves and our cooperating teachers. It's still the same as before, above all things, we still expect them to help us get through the remaining four weeks of the teaching practice. As for us, well, we have already been told what to do, so we are sticking to that (Chris).

Peter picks up the conversation and elaborates:

> If I recall correctly we told you during our first interview that we were not too sure of our own roles except to come here and find out from our cooperating teachers. So now as we had expected, our roles have been defined by them and as Chris has said, we are sticking by those. As for our cooperating teachers, well, apart from their evaluative role, we still see them as our big helpers in every possible way.

The responses I got from the post-practicum interview were similar in nature:

> Thank goodness it's all over, but nothing has changed from the way we had perceived our own and the cooperating teacher's roles. I basically still see us doing things the way we are told to do and the cooperating teachers helping us on a daily basis (Daniel).

And Peter comments:

> That's right, if we were to start all over again it would basically still be

> the same kinds of expectations of ourselves and our cooperating teachers. We being told or our roles being defined by them and they being there to offer help and advice.

Similar comments were also noted during our many informal conversations throughout the practicum.

The Cooperating Teachers' Perspective

> Well, basically the student teachers are expected to observe during week one and then start teaching and taking on full responsibilities from week two onwards (Ms. Mela).

Not having consulted the practicum handbook, the cooperating teachers had no idea what the university expected of these student teachers and how they were going to relate their own expectations to that of the university. Consequently, the way they perceived the roles and responsibilities of the student teachers in this study was based on their past experiences of working with student teachers. The cooperating teachers generally agreed that they didn't expect much from the student teachers during the first week as this was normally devoted to observation and orientation. However, beyond that week they expected the student teachers to take on full responsibilities. They articulate in their own words during the pre-practicum interview:

> Without the teaching practice handbook, it's difficult to know what to expect from these student teachers, however, from experience, they observe, fix up their timetables and things like that during the first week. They start teaching and taking on full responsibilities both inside and outside the classroom environment from week two onwards (Ms. Ranu).

Mrs. Lama picks up the conversation:

> That's right, it's difficult to relate our expectations of these student teachers to the university's without consulting the handbook to see what their own expectations are of their students, so we just have to work with these student teachers the same as we have worked with the others in the past. Like we will expect them to observe and prepare themselves during the first week and then take up the maximum teaching loads as required by the university as well as other responsibilities from week two onwards.

And Mr. Java adds:

> The student teachers, well, it's hard to say but they should know what their roles and responsibilities are so they should be able to take on full responsibilities both inside and outside the classroom after the observation week.

That was generally how the cooperating teachers perceived the roles and responsibilities of their student teachers. One can understand why the cooperating teachers perceived the roles and responsibilities of the student teachers in the way they did. Not having played any part whatsoever in the organization of the practicum or better still not having had any communication with the university on any aspect of teaching practice, the cooperating teachers out of total ignorance were of the impression the student teachers would have known of their roles and responsibilities prior to going out for teaching practice and hence expected them to take on full responsibilities from both inside and outside the classroom beyond the observation week. When I asked for some examples on the kind of responsibilities being referred to, I got the following response from one of them:

> Oh, honestly I don't know, just about everything an ordinary teacher does daily, from planning, teaching, disciplining students, taking part in extra curricular activities. Come on John you should know all these things (Ms. Mela).

Other teachers also hinted that they expected the student teachers to plan their lessons ahead of time, take on teaching responsibilities, deal with classroom management and be willing to take an active part in extra curricular activities, all of which they had been encouraging student teachers to do during the previous practicums.

As regards their own roles and responsibilities, they, like the student teachers were left in the dark. They didn't really know what to expect of themselves except to be available to provide any "help" that may be needed. As one of them elaborates, "assisting with preparing lesson plans if required, showing where teaching materials are kept, observing lessons and providing feedback and sighting and commenting on lesson plans and other general needs" (Mr. Java). As Ms. Mela puts it, "you know the same old stuff that we have been doing with other student teachers over the years." It became apparent that apart from these efforts, the cooperating teachers expected little else of themselves because in the first instance they had no idea what was expected of them.

Like the student teachers, all of the cooperating teachers thought the university would provide a clear and explicit outline of their responsibilities, and all were disappointed because the university not only failed to meet that expectation but at times turned out to be a source of conflicting or unclear directives and unstated, unspecified goals. Because the university's expectations for the cooperating teachers were so vaguely defined, these teachers drew upon their past experience as a student teacher and their own teaching expertise to construe or define their own roles and responsibilities to empathize with the student teachers and to plan what to do as cooperating teachers.

Mr. Java who did his student teaching in this same school not too long ago recalls his first day as a student teacher:

> It's a haunting experience. My first day in this very school as a student teacher on that rainy Monday morning in July of 1989 will never be forgotten. I was scared, lost, confused, everything, you name it. I just felt like a young piglet being led to the crocodiles.

Ms. Ranu remembers and then holds for her student teachers the expectations imposed on her as a student teacher some years back:

> Just like we stated earlier, this teacher wanted all my lessons prepared in advance

> and he was very strict about classroom management and things like that and I had no choice but to make sure I kept up to those expectations.

Mrs. Lama and Ms. Mela also recalled similar accounts in their specific situations.

Like the student teachers, the way in which the cooperating teachers perceived their own and the student teachers' roles remained consistent throughout the practicum. The following excerpts from the mid-practicum interview illustrate this well:

> Although we are now in week five of the teaching practice, nothing has changed in the way we generally perceive our own as well as our student teachers' roles. To cut the long story short, we are here to generally offer help and advice and they are here to basically perform as they have been instructed (Mrs. Lama).

And as Ms. Mela adds:

> Yes, I don't think these basic role expectations are going to change any way because student teachers we expect are going to be told what to do by us, and we as cooperating teachers although, not always sure of our own roles basically are here to help them along.

The responses from the post-practicum interview were not any different:

> Even though we have now come to the end of another teaching practice, the way we cooperating teachers perceive our own and the student teachers' roles still remain the same as before the start of this teaching practice. Please correct me if I'm wrong (referring to his colleagues) but as long as we remain cooperating

> teachers and take on student teachers these same sorts of expectations will remain (Mr. Java).

Ms. Ranu picks up the conversation and relates to her own student teaching experience:

> Yes, even during my student teaching some years ago, there have been generally the same sort of expectations. Student teachers don't know what to expect of themselves until they arrive in schools and are told what to do. As for the supervising teachers, they are not always really sure of their own roles, but they have been the ones providing most help and advice.

The comments noted during our informal discussions throughout the practicum were also similar in nature.

The Relationship of the Roles as Perceived by the Student Teachers and the Cooperating Teachers

> Due to lack of communication, the members experience intra- and interpersonal role confusion during student teaching and divergent role expectations of themselves and others (Guyton & McIntyre, 1990, p. 523).

The uncertainties expressed by both student teachers and cooperating teachers regarding their own and each others' roles and responsibilities were largely due to the lack of communication. As indicated earlier, there were no pre-practicum visits despite the fact that this school was only two kilometers from the university. Neither were there any meetings between the university supervisor, the school liaison officer, the cooperating teachers and the student teachers prior to, during or after the practicum to discuss and clarify issues of common concern such as going through the teaching practice handbook prior to or at the start of the practicum to enable each person to get a better sense of understanding of what it contained and how to relate to it in their own specific situations.

This explains why both cooperating teachers and student teachers in this study each perceived their own and each others' roles in the way they did. Both groups had expected the university to provide clear and explicit outlines of their functions. When the university did not fulfill that common expectation, they went about their own efforts to construe their own roles and the roles of the significant other. This was more applicable for the cooperating teachers as they had some resource to refer to -- their past experience as student teachers and their own teaching expertise. This was however not so for the student teachers who had had little personal experience to refer to except from what was vaguely written in the handbook or articulated by the teaching practice co-ordinator.

Both groups generally perceived the role of the cooperating teacher to be more of a helper. Surprisingly, whilst the student teachers were well aware of this role, the cooperating teachers did not mention anything about evaluation. Although they all ended up evaluating, none of them mentioned evaluation anywhere in our conversation as one of their roles. When I enquired later, I was told that although they knew about it, none of them wanted to mention or talk about it because that was something they did not enjoy due to its conflicting nature with their helping role.

The cooperating teachers assumed that the student teachers would be well acquainted or informed of their roles and responsibilities and hence expected them to take on full responsibilities. On the contrary, the student teachers were counting on the cooperating teachers to define their roles for them.

The student teachers' roles were indeed defined for them as I learned. However, these roles were not necessarily defined by their cooperating teachers alone. The deputy headmaster and the school liaison officer according to the student teachers had spelled out some of these responsibilities during their first meeting with them. These included general expectations such as being punctual, neatly dressed, friendly but firm to students, obtaining permission from the headmaster or his deputy before leaving the school grounds which according to the student teachers were already articulated at the university. Although the specifics, in terms of wording and the tone in which these were articulated, may have been slightly different, the following according to the student teachers was their understanding of what their cooperating teachers specifically expected of them:

- prepare their lessons well in advance and have the cooperating teachers view them before teaching

- participate fully in extra curricular activities
- attend to all school functions and meetings (formal or informal)
- teach and take full control of their classes

Most importantly, according to Chris, Daniel and Peter, they were all advised by their cooperating teachers "to simply observe what their cooperating teachers did and follow their footsteps". Understandably, the student teachers took the advice from their cooperating teachers much more seriously knowing well that they were the ones with whom they were going to be interacting on a daily basis for a whole school term. Moreover, they were the ones who were going to be assessing their performance.

Two of the three student teachers who were left to work on their own with very minimal help and guidance throughout the practicum articulated very strongly that their cooperating teachers completely failed to meet their expectations. On the contrary, all the cooperating teachers spoke highly of the three student teachers expressing the view that all three had fulfilled their roles exceptionally well.

One interesting difference was that the cooperating teachers stated that they saw similarities in the way they and the student teachers performed some of the basic roles like lesson preparations, teaching, handling classroom discipline and attending to extra curricular activities. The student teachers on the other hand saw no match as one of them explains:

> Sure, we all plan, teach, take part in outdoor activities and things of that nature, but the bottom line is we are two different people. One experienced and the other just learning and so the expectation in terms of time and energy invested and the end result has to be different (Chris).

Finally, whilst all the student teachers felt obliged to abide by the roles as defined for them by the cooperating teachers, their cooperating teachers on the other hand did not attend to some of the expectations held for them by the student teachers. For example, the cooperating teachers felt that it was not in the line of their duty to inform the student teachers about the school philosophy, the education system, warn them of problem staff, demonstrate to them how to approach other senior staff and to support and stand by them in times of disagreement or trouble with other school staff or the community at large.

According to the cooperating teachers most of the above expectations should be fulfilled by the headmaster and his deputy as one of them discusses:

> Our major responsibility is to help and ensure that student teachers are up to date with their lesson preparations, teaching, maintaining classroom control .... you know the nitty gritties of everyday teaching, not be bogged down with general stuff like telling them about how our education system works, the school's philosophy, who the problem staff are and things of that nature. That's the school administrator's job, not ours (Ms. Ranu).

Two of the four cooperating teachers actually stated that the student teachers were asking too much of them as one of them elaborates:

> Sure we are here to help, but there will be no babysitting and so the student teachers should not expect to be spoonfed (Mrs. Lama).

The above is an indication of the issue of power relationships. In the dyadic relationship, the cooperating teachers are clearly in the position of authority (MacKinnon, 1989; McVea, 1992). This power relationship was evident in the interactions between the two groups of participants in this study as discussed in the preceding chapter. In fact, prior to and all throughout the practicum, the student teachers were always concerned about the relationship factor whereas the cooperating teachers took no note of it at all. Clearly, there was no doubt that the student teachers were the ones who would be the most affected in these relationships and both groups knew that. Consequently, throughout the practicum the student teachers ensured that they strictly kept in line with the cooperating teachers' expectations. The cooperating teachers on the other hand did not make any real attempts to perform according to the student teachers' expectations. The cooperating teachers' general attitude was that it didn't matter whether or not they performed to the student teachers' expectations because these cooperating teachers had nothing to lose in the end as one of them elaborates:

> The bottom line is that basically, these

> student teachers' lives are at stake, not ours. We've all had our turns and so now, if they want to make it through, then obviously they have to follow our agenda. We don't have to follow theirs. I mean we have nothing to lose in the end of this process (Mrs. Lama).

It is customary to assume that it is necessary to establish clarity and consensus about differences and similarities in role expectations among the members within the practicum setting in order to substain a viable teacher education program (Brown et al., 1986). Preservice teachers enter teacher education with perceptions of the teaching environment based on years of experience as students (Lortie, 1975). Classroom teachers and university supervisors also enter each of their student teaching encounters with their own perceptions and expectations. According to Bain (1991), "perception involves the use of previous knowledge and experience in order to interpret the environment" (p. 4). The way members of the practicum triad interact with each other may be very much determined by how each perceives his/her own role and the roles of the significant others within that particular setting. There is a great deal of concern over whether these perceptions and expectations interfere with the actual growth of a student of education during this portion of the education process (Bain, 1991; Calderhead & Robinson, 1991; Cochran-Smith, 1991; Wildman et al., 1992).

In her study which examines the factors that contribute to the effectiveness of the cooperating teacher as a mentor, coach and supervisor, Calanchie (1990) notes that the cooperating teachers fulfill their professional obligations through the supervisory processes initiated with the student teacher. "To be effective as supervisors, they must be prepared to examine their intrapersonal and interpersonal perspectives of this role relationship. While personal perceptions of one's behaviour and the perceptions of others in what we say and do may at times be incongruent, the extent of this difference in perception is primarily due, not to a conflict between roles, but to a lack of clarification of the role expectations" (p. 11).

Getzels and Guba (1955) support the importance of role clarification of participants. They proposed that the functioning of role relationships is dependent upon the amount of overlap in the perception of expectations by the members of complementary roles. That is to say, when perceptions of role expectations overlap the participants are more apt to be satisfied with their work which leads to learning; conversely, when their expectations do not overlap, they feel dissatisfied.

Roles and responsibilities for each member of the dyad are normally outlined in practicum handbooks however, agreement among them regarding roles and responsibilities is not prevalent (Guyton & McIntyre, 1990). The members bring role conceptualizations and expectations of each other to the student teaching experience that are often divergent and/or confused in the context in which they operate. Even when contacts among them were pleasant, the relationship did not constitute a genuine working partnership and it evidenced some wariness and distrust among the participants (Cope, 1973; Guyton & McIntyre, 1990). Due to lack of communication, the members, as Guyton and McIntyre note, experience intra- and interpersonal role confusion during student teaching, uncertainty about their own roles and others' roles, and divergent role expectations of themselves and others. "These phenomena contribute to the disappointing outcomes of the student teaching experience and the lack of achievement of objectives" (p. 523).

Problems expressed by members are indications of unfulfilled expectations and desires (Fish, 1989; Guyton & McIntyre, 1990; MacKinnon, 1989). Communication seems to be a recurring problem. For example, Yates (1981) reports that cooperating teachers in England and Wales were unsure of what was expected of them and expressed a need for better communication. This problem also has been and continues to be a major concern among teachers in Papua New Guinea.

There was a difference of perception concerning role responsibilities among the participants. Although none of these perceptions was enough to destroy the practicum, some did affect the value of the experience for the student teachers and more importantly, did indeed have negative effects on the student teacher-cooperating teacher relationship which will be discussed in the coming chapter.

Anderson, Major and Mitchell (1992) who have had years of experience working with both student teachers and cooperating teachers state that student teachers have not changed over the years. They still want to do a good job, do not want to fail, and are concerned about the impressions they are making. They continue to want to develop habits and attitudes that lead to growth.

Summary

How the cooperating teachers and student teachers perceived their own and each others' roles and the relationship of these roles as perceived by both groups was explored in this chapter.

Both cooperating teachers and student teachers alike thought that the university would provide clear and explicit outlines of their responsibilities, and were disappointed because the university failed to meet that expectation. Consequently, the cooperating teachers drew upon their past experience as student teachers and their own teaching expertise to construe their own roles. Having had little past teaching experience to relate to, the student teachers counted on their cooperating teachers to define their roles for them and hence simply conformed to that. Both groups perceived the cooperating teacher to be playing the role of "helper" more than anything else. However, some cooperating teachers felt that the students expected a little too much when it got into the specifics and stated that the student teachers should not be expected to be "spoonfed". The cooperating teachers generally perceived the student teachers to be taking full responsibilities both inside and outside of the classroom.

Two of the three student teachers felt that their cooperating teachers failed to live up to their expectations. On the contrary, all of the cooperating teachers spoke highly of their student teachers. According to them, all three student teachers fulfilled their roles exceptionally well.

Both groups remained constant in the way they perceived their own and each others' roles throughout the practicum.

The power relationship factor was clearly evident. Given their positions of authority, the cooperating teachers did have significant influence in terms of how they related to their student teachers and whether or not they performed according to the student teachers' expectations. The cooperating teachers' message was that if the student teachers wanted to go through successfully, they had to follow the cooperating teachers' agenda. The student teachers who had no choice did precisely that throughout the practicum.

The approach underlying the discussion in this chapter was based on the assumption that initial perceptions of the practice teaching situation are crucial in predicting the success or failure of this aspect of teacher training. For a specific part of the training program, the student teacher and the cooperating teacher are highly visible and salient role partners. They meet in a framework that is a kind of limbo, distinct from their actual and anticipated professional role-set. Yet task demands are great. In the delimited period allotted to practice teaching, student teachers are to apply their preparatory studies to actual teaching while the cooperating teachers are called upon to demonstrate that their personal and practical knowledge can contribute to the students' professional development.

CHAPTER 7

COOPERATING TEACHER - STUDENT TEACHER RELATIONSHIPS

> Yes, that's the thing that has been bothering me the most. The relationship factor, like how are they going to treat us? Are they going to be easy to get along with? I mean you know, our success basically depends on just how we get along with our cooperating teachers (Daniel).

Introduction

This chapter addresses the issue of cooperating teacher-student teacher relationships. From our early discussions, especially prior to the practicum, the student teachers all indicated that among other things, they were all most concerned with the relationship they would be able to establish with the cooperating teacher. As was discussed earlier, they were basically looking for reassurance, guidance, support and most of all wanted to be treated as friends. The cooperating teachers on the other hand were not too concerned about the relationship issue or the kinds of student teachers that they would be working with. The discussion in this chapter attempts to make the point that the cooperating teacher, however experienced he or she was, was central and the deciding factor to each student teacher's daily circumstances. The cooperating teacher was there either directly in physical presence and verbal interaction or indirectly in the structuring of each student teacher's daily experiences.

As indicated in Chapter four, the student teachers expressed mixed feelings about the role they anticipated their cooperating teachers to actually play. They were often contradictory, expressing their need for security and direction, on the one hand, while seeking autonomy and independence, on the other.

There was never any doubt in the minds of the student teachers about the centrality of their cooperating teachers during the nine week practicum. Chris, Daniel and Peter all considered right from the start that a healthy relationship with their cooperating teachers was a critical factor in making the experience a worthwhile one. While each relationship was slightly unique, the cooperating teachers one way or the other, became very much a part of the daily lives of the student teachers during the duration of the practicum.

As stated earlier, Chris and Daniel had the same cooperating teachers, Ms. Ranu for English and Mrs. Lama for Social Science, whilst Peter had Ms. Mela for English and Mr. Java for Social Science. The three student teachers fashioned relationships with their cooperating teachers that were almost unique. The nature of these relationships could be captured in several key relationship phrases:

Peter describes Mr. Java as "a great teacher, a good friend and a senior colleague". He describes Ms. Mela as "hardworking, friendly and caring". Chris and Daniel both describe Mrs. Lama as "hurried" and Ms. Ranu as "forgetful".

Both Mrs. Lama and Ms. Ranu were further described as "unprofessional" by Chris and Daniel.

Perhaps it's fair to say that relationships develop over time. While each individual in an association contributes to the way in which it is defined, I do not think there is much doubt that the principal shapers of these particular relationships were the cooperating teachers, given their positions of authority and power. In Peter's case, his "bubbly" nature undoubtedly influenced the direction of their relationship, but the willingness of his Social Science cooperating teacher to allow and encourage this type of association to blossom was a critical factor.

Peter's English cooperating teacher, on the other hand, and to the same extent Chris's and Daniel's, defined their relationships more as teacher-student or master-apprentice ones. I do not wish to imply that they were not on friendly terms -- in fact they were, more so for Peter and Ms. Mela than it was for Chris and Daniel with Mrs. Lama and Ms. Ranu. In any case, it was more of a professional friendliness, one confined to the workplace. When I observed Peter and Ms. Mela and Chris and Daniel with their cooperating teachers at work or in conversation there was never any doubt in my mind as to who was the principal authority, whereas in Peter and Mr. Java's situation this distinction blurred.

Peter in fact told me that he and Mr. Java became friends on the third day of week one. There is no real reason which I can offer for this association other than to say they just "hit it off", although they did share certain similar interests in their personal lives which may have likely contributed to their attraction or bonding. Peter made this journal entry regarding his relationship with Mr. Java:

> Mr. Java is not only a great teacher, but a very good friend and a senior colleague. I really like the way he teaches and the way he deals with discipline problems. No wonder his students have a great regard for him. He even takes his own time to photocopy and prepare our teaching materials. I mean whatever he does, he does it for him and me. He even bought me a shirt two days ago. Wow! how about that for a cooperating teacher?

I don't recall any one time when Peter mentioned Mr. Java scrutinizing his teaching. The master-apprentice relationship was overtly missing. Peter likened it more to a team approach. He elaborates:

> We actually do a lot of things together. Even when he is observing in the classroom, he just doesn't sit there and write comments about my teaching for the whole 40 minutes, instead he actually gives me a helping hand .... for example, he helps supervise when students are working in groups and helps to distribute or collect textbooks and handouts and you know things like that. This makes me feel like we are a team rather than he teaching me how to teach.

According to Peter, upon entering the classroom, an outsider might mistake them for colleagues working together, rather than a student teacher with a cooperating teacher. Peter stated that he was quite at ease with the way Mr. Java conducted his classes. There were minor irritations that he mentioned during the first couple of weeks, like much time devoted to general current affairs questions and not enough time reserved for group work, but these never bothered him enough for it to be an issue throughout the practicum.

Peter didn't describe his relationship with Ms. Mela in the same manner. They got along well without a doubt, but the master-apprentice relationship was more readily apparent as is illustrated in this journal entry:

> She is great and we even share our lunches together sometimes but I wouldn't say real close, no way near Mr. Java but she is definitely very friendly (motherly kind of), hardworking and caring. She is always observing me and concerned about how she can help me better and whenever she gives me feedback, it's factual stuff and that's good, I like that. A lot of its's just typically dealing with teaching and classroom management and there's not a lot of personal .... but very practical. I feel comfortable asking her any sort of question or even asking her for personal feedback.

Ms. Mela describes the relationship in much the same way. Her journal entry reads:

> We get on very well with the three student teachers, particularly with Peter who is teaching my English classes. He is not only a good listener but a hard worker too who takes my suggestions and advices seriously in all aspects of teaching such as lesson preparations, classroom management and student discipline and things of that nature.

Chris's and Daniel's relationships with their cooperating teachers were strikingly different from that of Peter and his cooperating teachers. It can't be likened to Peter's and Mr.

Java's, although they managed to get along together; nor can it be compared with Peter's and Ms. Mela's, for they never received the sort of attention and tutoring from their cooperating teachers as Peter did from his which they regretted very much. Not only did their cooperating teachers spend very little time in their classrooms, there was not one time during the nine week practicum, that I remember seeing any of them in some real conference such as planning together, discussing Chris's and Daniel's teaching or just involved in some real conversation for that matter.

Mrs. Lama always seemed to be on the run, always busy doing other things and doing them in such a way that Chris and Daniel never felt that she really cared about them or what went on in their classrooms. Chris specifically describes her as hurried and unprofessional in his journal:

> Because Mrs. Lama is always on the run and seems to be so busy me and Daniel feel very uneasy to approach her for anything because we are made to feel that she hardly has much free time for us. She like Ms. Ranu has hardly been observing our lessons and providing feedback. The one time she came in to observe me last week, she just stayed for the first 20 minutes and then disappeared and I'm still waiting for some feedback from her. We've been hardly sitting down and talking about our teaching and I think that's very unprofessional on her part.

Mrs. Lama was busy attending to one thing or another and was hardly seen spending any time with the student teachers. Her perceptions are captured with these words:

> Well, I'm a busy person and people must

> understand that. Chris and Daniel I think are doing fine, if they have any real problems they should come and let me know but they haven't so I presume that they are just okay.

Ms. Ranu on the other hand worked in isolation in her office most of the time. Her office which was in the Home Economic block was in isolation and not easily accessible according to Chris and Daniel. The door to the main entrance was always locked even if there were people inside and this made Chris and Daniel feel very uneasy to go knocking on the door, even more so after some embarrassing incident as Daniel explains:

> You know it's very embarrassing from the start because the Home Economic block is where all the girls and their five female teachers spend most of their time. So to see Ms. Ranu we first have to knock on that golden door and if there is a class in there, well, we literally have to walk through that class to get to Ms. Ranu's office and the other time when we were checking on her I bumped my knee against the edge of one of those benches and Mrs. ____ and all the girls laughed at me. Gosh! What a feeling!

Daniel who by the third week started calling Ms. Ranu, -- Ms. Forgetful, made the following entry in his journal:

> I don't know, she must have a short memory. She certainly has trouble in remembering because of the four times we agreed to meet with her, me and Chris turn up each time and she is not there in her office. Twice she said she was going to observe me and both times she never showed up. Her reasons? "Oh, she simply forgot". Well, Ms. Forgetful, I think

> your attitude and actions towards me are very unprofessional.

As was mentioned earlier, there was not much interaction between Chris and Daniel and their cooperating teachers. They really didn't talk much, at least, not about teaching. They just managed to get along well enough, but both cooperating teachers hardly provided any feedback, and Chris and Daniel both finished the practicum, feeling that they had gained little and the little they gained according to them came as a result of seeking help and advice from other teachers. As Chris states, "we got nothing whatsoever from our two cooperating teachers".

As for the cooperating teachers, Mr. Java and Ms. Mela were both generally impressed with Peter's performance. Mr. Java simply referred to him as a "good guy" who would make a wonderful teacher some day and Ms. Mela referred to him as "a hard worker" and "a willing learner". Both commented that whilst he had his weaknesses especially in the areas of planning and classroom management, as was expected from a student teacher, he was a great person to work with as Mr. Java explains:

> He is a wonderful young man to work with. We, myself and Ms. Mela both get on very well with him.

Ms. Mela picks up the conversation:

> Yes, the main thing is he is willing to learn and he doesn't stop asking questions and I think that's a credit to him because that's the only way you can

> improve and find out new information by asking, not that we will provide all the answers but all the same it's important to communicate and it starts by one person asking another.

Mr. Java and Ms. Mela also had similar comments to make about Chris and Daniel with whom they spent time working, either planning together or even observing some of their lessons when they realized that their colleagues, Mrs. Lama and Ms. Ranu, were not fulfilling their roles. The following excerpts from their weekly journals illustrate this:

> These three young men are really fun to work with. We plan together sometimes and I'm learning a lot from them too about some of their new ideas like this MICE concept thing they always talk about. It's a shame Ms. Ranu and Mrs. Lama aren't working closely with Chris and Daniel but I'm happy working with the three of them (Ms. Mela).

> From my observations, I think these three young gentlemen are going to be great teachers. They all try hard and are willing learners. It only makes me sad to see that two of my colleagues are not helping and encouraging as much as me and Ms. Mela are doing (Mr. Java).

Indications from both Mrs. Lama and Ms. Ranu were that their student teachers, as far as they were concerned, were doing fine. When I commented on observation in the sixth week, Mrs. Lama bluntly stated, "Oh, I'll go in and observe when I feel the time is right". And Ms. Ranu similarly commented, "Well me too, I want to give them time to settle in first before I decide to go in and start observing". Neither

Chris nor Daniel had any observation from Mrs. Lama and Ms. Ranu even by the end of week six. The observations they did have were made by other teachers like the respective heads of subject departments and the school liaison officer. It may be worth mentioning that during the whole practicum period Chris was observed only twice by Mrs. Lama and once by Ms. Ranu whilst Daniel was observed three times by Ms. Ranu and once by Mrs. Lama. Mrs. Lama did her observations in week seven whilst Ms. Ranu did all hers in week eight. Neither cooperating teacher provided any form of feedback from their observations. Consequently, Chris and Daniel were both left to speculate on how realistically their cooperating teachers were going to compile their final reports given the few observations that they had made.

Their cooperating teachers were hardly ever around when they needed them for help and advice. A frustrated Daniel writes the following in his journal in week six:

> I've never been so confused and frustrated in my entire life. Six weeks now me and Chris have been left all alone lost in the dark. No observations and feedbacks, no help whatsoever from our cooperating teachers. We plan and teach but we just don't know whether any of us are doing the right thing or not.

Chris made an almost identical entry:

> This is week six and me and Daniel have been working on our own without the help of our cooperating teachers. We have been able to survive because of some very understanding teachers like Ms. Mela, Mr. Java and one or two other experienced teachers who have gone out of their way

> to work with us because Ms. Ranu and Mrs. Lama never seemed to be around. Gosh! I don't know why we were ever assigned to them!

Like his colleagues, Peter also favored a student-centered pedagogy, but he seemed able to reconcile problematic aspects of his situation by reasoning that what worked for his cooperating teachers, especially Mr. Java, was fine with him. Moreover, after the first couple of weeks I only ever heard Peter criticize his Social Science cooperating teacher once. He claimed that they saw eye to eye on most issues of pedagogy. Whether this was truly the case, or whether their flourishing friendship caused him to gloss over areas of disagreement, was not evident.

Peter's only major criticism was directed towards Ms. Mela for not providing a key to the office he shared with her, Daniel, and Mrs. Lama. He expresses his frustration in his journal:

> It's been very frustrating for the last seven weeks and I don't see it getting any better. Everyday me and Daniel are either locked out of the office or if we come in early we have to stand and wait around for a considerable length of time before Ms. Mela comes to open the door. Mrs. Lama is hardly around so we don't really count on her.

The teachers that Chris shared an office with understandably provided him with a spare key but that was not the case for Daniel and Peter. Throughout the weeks, Daniel and Peter continued to be locked out sometimes between five to six times in one day including lunch hours. In fact they were locked out ten times during the lunch hour throughout the practicum, and being locked out during the lunch hour for Daniel and Peter meant no lunch. Their lunches were always kept in their office.

Upon enquiry I learnt from Daniel that Mrs. Lama and Ms. Mela didn't think it was necessary for Daniel and Peter to have an extra key because one of them was always bound to be in the office. Clearly, that was not the case. The truth of the matter for not issuing an extra key according to Daniel and Peter was that they were only student teachers and hence may be a little careless and lose the key.

Apart from those concerns discussed in chapter 5, all four cooperating teachers had no criticisms of the three student teachers. Surprisingly, even Ms. Ranu and Mrs. Lama commented that they got on very well with their two student teachers and praised them for what they were doing. Chris and Daniel, on the other hand, told a totally opposite story and left me wondering who to believe after hearing completely different stories regarding their relationships with their cooperating teachers.

When anyone praised their cooperating teacher, they usually focused either on a special human quality or an aspect of pedagogy. Understandably, Peter was by far the most complimentary when he spoke about Mr. Java, his Social Science cooperating teacher. He always had something kind or admirable to say about him. Peter was immensely happy; according to him, he was experiencing no major discipline problems, and he had a very close relationship with Mr. Java. Whenever I asked him how things were getting on, the answer hardly ever varied:

> Like I have always said, I'm so lucky to have been assigned to Mr. Java. He is a great teacher, a role model, a good friend who really helps both professionally and personally. I really admire everything about this teacher.

Peter also complimented Ms. Mela, his English cooperating teacher. Although he didn't concur with structural elements in the classroom or appreciate this teacher's dominance in discussions, he was able to isolate certain qualities which he considered praiseworthy. For instance, he felt that her "affective" emphasis in dealing with the students was especially commendable. He comments:

> Her caring and motherly attitude is ever so present. And you can tell she really cares, you know this kind of motherly care that I always keep referring to. Like she puts a lot of emphasis on feelings and things that are being kind. Things that are rude, she uses the term rude, like she is really trying to make the students aware that what they're doing and saying is affecting others.

Peter also felt that he personally gained from the practicum experience. He considered himself "very lucky" to have been assigned to Mr. Java and Ms. Mela and considered both his cooperating teachers excellent, and described them as having their own "unique qualities".

Chris and Daniel didn't have any praise for their cooperating teachers though this must be understood in context. As related earlier, they didn't have a close relationship, either as friends or as masters-apprentices. Chris and Daniel were left largely on their own, and hence, the majority of help, advice and feedback they received came from other teachers from whom they sought help. As stated earlier, unlike Peter, Chris and Daniel and their cooperating teachers hardly ever worked together, either in lesson planning or instruction. Chris and Daniel instead spent countless hours working and planning their lessons alone. Whenever they needed help, they were seen getting help from teachers other than their cooperating teachers.

Moreover, neither Mrs. Lama nor Ms. Ranu would be available to review and comment on their lesson plans each morning before any of them would go into the classroom and teach. Their cooperating teachers were simply just not available most of the time. According to Chris and Daniel, they were in and around the school but simply kept their distance to avoid any contact with them for reasons known to them only. In fact, right from the beginning, Chris and Daniel spent no time observing Mrs. Lama because she had not reported for duty during the observation week and they each observed Ms. Ranu one time as she was away from school during most of that observation week, due to personal reasons.

Few would dispute that the core of student teaching is the unique relationship which occurs between two persons --

the student teacher and the cooperating teacher (Blach & Blach, 1987). The crucial role of the cooperating teacher in the student teaching experience cannot be diminished when interpreting the practicum event. To a great extent, the experience of the student teacher is influenced by the cooperating teacher (Anderson, Major & Mitchell, 1992; Avalos, 1991; Garland & Shippy, 1991; Kalekin-Fishman & Kornfeld, 1991; Koerner, 1992).

The student teachers realize this fact and act accordingly. It does not reduce, however, the concerns that this situation creates for the student teacher as is revealed in a number of studies (eg., Avalos, 1989; Kalekin-Fishman & Kornfeld, 1991; MacKinnon, 1987; Tardif, 1984).

In a review of the Education Index since 1950, Morris and Morris (1980) reported that relationships with supervisors was one of four main areas of stress in student teaching. Specifically, the finger has been pointed at poor communication in relationships as being the source of much of the stress associated with student teaching (Hoover, O'Shea & Carroll, 1988).

Calanchie (1990), who also acknowledges the importance of this relationship, is of the view that within the practicum, the student teacher-cooperating teacher relationship should be similar to one emphasizing peer relationships. She further notes that the cooperating teachers' interpersonal perspectives regarding the nature of the student teaching process can have a major influence on their supervisory behaviours and this relationship.

Each of the student teachers in MacKinnon's (1987) study felt that one of the most critical factors for ensuring a successful practicum was the development of a healthy relationship with the cooperating teacher. The same finding is reported in Kalekin-Fishman and Kornfeld (1991), Ryan (1989) and Tardif (1984). Cooperating teacher-student teacher interactions in fact emerged as the greatest potential source of conflict in Tardif's study. The findings of the Israeli study of Kalekin-Fishman and Kornfeld (1991) confirms the premise that "human relationships are more obviously important than professional accomplishments in determining the degree to which success is predicted by student teachers and cooperating teachers during the period of teaching practice" (p.159).

Even with beginning teachers, the personal relationship issue is very critical as one participant commented in the Jacknicke and Samiroden (1991) study which focused on beginning teachers' perceptions of a one-year internship program:

> It's a very personal sort of relationship between teacher and intern -- it becomes that personal relationship that determines what the internship will be like (p. 107).

Summary

Although there are many indications that the situation of teaching practice is often governed by a web of interactional misunderstandings, interpersonal variables should not be ignored. The issue of students' relationships with cooperating teachers is of major significance for the outcomes of pre-service teacher education. The way a cooperating teacher defines the relationship with the student teacher has a significant impact on how that student experiences the practicum.

In this chapter, I have attempted to make the point that the cooperating teacher, however experienced he or she was, was central and the deciding factor to each student teacher's daily circumstances. The cooperating teacher was there either directly in physical presence and verbal interaction or indirectly in the structuring of each student teacher's daily experiences. Of course the cooperating teacher was perceived by each student teacher as someone who counts and or who can make a big difference in the total experience.

The cooperating teachers did appear to play a pivotal role in defining the relationship with their student teachers. In situations such as Daniel's and Chris's, and also Peter's with his English cooperating teacher, the relationships were shaped along master-apprentice lines, where one was clearly the senior teacher and the other clearly the student teacher. In other instances, notably Peter's with his Social Science cooperating teacher, the relationship was defined more as a collegial, amicable one.

Peter, Chris and Daniel experienced different kinds of relationships with their cooperating teachers. Peter's relationship with his English and Social Science teachers were indeed unique. According to him, the relationships were very enriching and hence he felt that he personally gained from the practicum experience.

Chris and Daniel who had the same English and Social Science teachers basically had similar experiences. They did not have a close relationship either as friends or as master-apprentice. They were largely left on their own and hence were forced to seek help from other teachers. Consequently, they ended up being very frustrated and felt that they got very little from the practicum experience.

CHAPTER 8

SUMMARY, DISCUSSION AND IMPLICATIONS

> The need for clearer definition of roles and better communication is universal. .... the student teachers and cooperating teachers particularly find this an area of difficulty, possibly because both are aware that each other is constantly being evaluated by the other (Lipke, 1979, p. 32).

Introduction

This chapter presents a summary and discusses my understanding of the findings with respect to the importance of the role relationship of student teachers and cooperating teachers within the practicum setting. As well, its implications for teacher education are presented. The chapter concludes with a brief reflection on the research process and the influence which this study has had on my thoughts as a teacher educator and on teacher education in general in Papua New Guinea.

Summary

The rationale of this study is based on the assumption that student teaching includes a system of social interaction in which the behaviours of the participants, in this case, the cooperating teachers and the student teachers are influenced to some extent by their own expectations, that is, how they perceive their own roles and responsibilities and those of others. It is therefore assumed that student teaching may fulfill its objectives if the role expectations for the members of the interacting positions are clarified and delineated, and if the roles are mutually supportive.

Thus, the purpose of the study was to increase understanding of the relationship between student teacher and cooperating teacher roles in the practicum and to enable student teachers and cooperating teachers to become more aware of their mutual roles within the practicum setting.

Five exploratory questions guided the study:

1. How do student teachers perceive the roles and responsibilities of their cooperating teachers?
2. How do student teachers view their own roles?
3. How do cooperating teachers perceive the roles and responsibilities of their student teachers?
4. How do cooperating teachers view their own roles?
5. What is the relationship of the roles as perceived by the student teacher and the cooperating teacher?

This research was carried out in Papua New Guinea in the spring of 1992. Three student teachers of the University of Papua New Guinea and four cooperating teachers to which they were assigned in one school setting, became the key participants of this study during the 1992 practicum session.

The data were obtained through a combination of field techniques which included observation and field notes, weekly journals, interviews, and informal group discussions.

Summary discussions are presented to each of the five initial exploratory questions that guided this investigation.

How do student teachers perceive the roles and responsibilities of their cooperating teachers?

The three student teachers shared common expectations. They clearly saw the cooperating teacher as a helper and facilitator or mentor, someone who would direct and help them more than anything else. Evaluation was also perceived to be one of the cooperating teachers' roles. It was expected that the cooperating teachers would observe and evaluate their teaching performance. In their helping and assessing roles, the student teachers expected the cooperating teachers to be kind and understanding and to work empathically and harmoniously with them as young members of the same team.

How do student teachers view their own roles?

As regards their own roles and responsibilities, the student teachers felt abandoned by the University. Apart from observing their cooperating teachers teach during the first week of the practicum, planning their lessons in advance and taking part in extra curricular activities, as was vaguely stated in the handbook and articulated by the teaching practice coordinator, they didn't have the slightest idea of what else to expect of themselves except to wait until they were in the schools when they would find out from their cooperating teachers what was expected of them. When they were at the school during the practicum, they considered their roles to be taking full responsibilities both inside and outside the classroom as expected by their cooperating teachers.

How do cooperating teachers perceive the roles and responsibilities of their student teachers?

The four cooperating teachers shared common expectations. They expected the student teachers to take on full responsibilities both inside and outside the classroom after their first week of observation and orientation. Full responsibilities according to the cooperating teachers meant doing just about everything ordinary teachers did on a daily basis including advance planning, teaching, disciplining students, attending staff meetings, taking part in extra curricular activities to name but a few. These cooperating teachers had been encouraging student teachers to do all of the above tasks during the previous practicums.

How do cooperating teachers view their own roles?

As regards their own roles and responsibilities, they, like the student teachers, were left in the dark. They didn't really know what to expect of themselves except to be available to provide any "help" that may be needed like assisting with preparing lesson plans if required, showing the student teachers where teaching materials are kept, observing lessons, providing feedback and viewing and commenting on lesson plans. As Ms. Mela puts it, "you know the same old stuff that we have been doing with other student teachers over the years." Apart from these efforts, the cooperating teachers expected little else of themselves because in the first instance they had no idea what was expected of them.

What is the relationship of the roles as perceived by the student teacher and the cooperating teacher?

Both groups generally perceived the role of the cooperating teacher to be that of a helper. Surprisingly, whilst the student teachers were well aware of this role, the cooperating teachers did not mention anything about evaluation. Although they all ended up evaluating, none of them included this anywhere in our conversation as one of their roles. When I enquired later, I was told that although they knew about it, none of them wanted to mention or talk about it because that was something they did not enjoy doing due to its conflicting nature with their helping role.

The cooperating teachers assumed that the student teachers would be well acquainted or informed of their roles and responsibilities and hence expected them to take on full responsibilities. On the contrary, the student teachers were counting on the cooperating teachers to define their roles for them. Each seemed to have fairly clear role expectations of the other but somewhat vaguer expectations of themselves.

Discussion of the Findings

Both student teachers and cooperating teachers lived through stressful moments during the nine week practicum, more so for the student teachers than the cooperating teachers.

More than anything else, the cooperating teachers' major role as perceived by the student teachers was that of a helper and facilitator or mentor. This coincides with the findings of Boudreau (1993), Fennel (1992), Lipke (1979), Neufeld (1992) and Ryan (1989). Evaluation was also perceived to be one of the cooperating teachers' major roles by the student teachers.

The literature is limited in reporting the precise role expectations that define the student teachers' role. It is assumed that most offices of student teaching produce a handbook which describes the objectives of each practicum offered (Ryan, 1989).

The student teachers in this study did not know what to expect of themselves. Apart from observing their cooperating teachers teach during the first week of the practicum, planning their lessons in advance and taking part in extra curricular activities, as was vaguely stated in the handbook and articulated by the coordinator, they didn't have the slightest idea of what else to expect of themselves except to wait until they were in the schools when they would find out from their cooperating teachers what was expected of them.

Student teachers are expected by their cooperating teachers to assume total responsibility from both inside and outside the classroom during the practicum (Bain, 1991; Neufeld, 1988; Ryan, 1989). The data from this study supports this assertion. However, it must be noted that, not having played any part whatsoever in the organization of the practicum or even having had any communication with the university on any aspect of teaching practice, the cooperating teachers, because of lack of information, were of the impression that the student teachers would have known of their roles and responsibilities prior to going out for teaching practice. Hence, they expected them to take on full responsibilities from both inside and outside the classroom.

As regards their own roles and responsibilities, they, like the student teachers, were left in the dark. They didn't really know what to expect of themselves except to be available to provide any "help" that may be needed. They knew of the evaluator role but shied from mention of it.

The findings in the present study regarding how the cooperating teachers view their own roles and responsibilities is consistent with the findings of a number of other studies. For example, Grimmett and Ratzlaff (1986) concluded that the cooperating teacher's role is not well defined and that generally cooperating teachers are not prepared for the supervision of student teachers. Similarly, Garland and Shippy (1991) note that in a summary of studies by Applegate and Lasley dealing with the perceptions of cooperating teachers, Applegate (1985) reported that cooperating teachers expressed uncertainty about the purpose of field experiences and their role in them. Similar reports are cited in Fish (1989), Foster (1989), Hopkins (1986), Koerner (1992), Richardson-Koehler (1988) and Yates (1981).

Both groups remained consistent with the way they perceived their own and each others' roles throughout the practicum. Having stated that, one thing which seemed clear was that over and above all things, the student teachers were generally concerned with themselves, their own well being and how they would be affected in the supervisory process. This is consistent with the findings of people like Johnson (1977) and Copas (1984). Horowitz (1968), who specifically investigated the student teacher-cooperating teacher relationship, concludes that student teachers and cooperating teachers did in fact differ in their expectations for the role of the classroom teacher. According to Horowitz, student teachers were more idiographic and less nomothetic in their expectations than were the cooperating teachers in theirs.

One interesting difference was that the cooperating teachers stated that they saw similarities between themselves and the student teachers in the performance of some of the basic roles like lesson preparation, teaching, handling classroom discipline and attending to extra curricular activities. The student teachers, on the other hand, saw no match in their performances. The student teachers believed that although they planned lessons, taught and did just about everything inside and outside of the classroom just like their cooperating teachers, the bottom line was that they were two different people, one experienced and the other just a learner and so the expectation in terms of time and energy invested and the end result according to the student teachers has to be different.

Whilst all the student teachers felt obliged to abide by the roles as defined for them by the cooperating teachers, their cooperating teachers did not attend to some of the expectations held for them by the student teachers. For example, the cooperating teachers felt that it was not in the line of their duty to inform the student teachers about the school philosophy and the education system, warn them of problem staff, demonstrate to them how to approach other senior staff and support and stand by them in times of disagreement or trouble with other school staff or the community at large. Two of the four cooperating teachers actually stated that the student teachers were asking too much of them.

This clearly indicates that there was a difference of perceptions concerning role responsibilities among the two groups of participants, especially some of the more specific roles of the cooperating teachers as perceived by the student teachers.

Although none of these differences in perceptions were in themselves enough to destroy the teaching practice, some of them may have affected the value of the experience and more importantly, may have been the cause for the poor relationship that existed between Daniel and Chris and their cooperating teachers.

Apart from differences in role perceptions, there was a difference in the participants' conception of the practicum. The student teachers' view involved a sense of apprenticeship. You tell me what to do and I will gladly do it. The cooperating teachers seem to be implying that they will give their classes to the student teachers and the student teachers will do what they have to do to gain the experience. The university appeared to focus exclusively on seeing how well the student teachers can put into practice the theories they have learnt at the university with little or no regard for the school contexts the student teachers find themselves in or the kinds of cooperating teachers they are assigned to work with.

All conceptions of the practicum on the part of the university, the cooperating teachers as well as the student teachers seem to limit its usefulness as a learning experience. The university doesn't seem to give any consideration to the schools and the teachers who will be working with their students. The cooperating teachers, on the one hand, are washing their hands of the learning aspects of the practicum, except to say gain the experience. On the other hand, the student teachers while they may quite rightly be asking for what their cooperating teachers expect them to do, certainly don't have much of a conception of actively learning in the experience. Consequently, there needs to be a different conception of practicum that will bring the student teachers, cooperating teachers and the university together to make it a worthwhile learning experience for the student teachers which should be the major intention of the practicum.

It is difficult to deny the *potential* influence of cooperating teachers on student teachers. The cooperating teacher, defined by the student teachers as the most significant of the significant others involved in the practicum, is in a position to influence substantially the nature of the experience (Haberman & Harris, 1982; Karmos & Jacko, 1977; Lasley & Applegate, 1985). Whether they have any long-lasting impact is still open to debate. Some argue that in many cases perspectives that student teachers hold of teaching have largely developed prior to their university and practicum experiences (Lortie, 1975; Tabachnick & Zeichner, 1984). Nevertheless, the ways cooperating teachers define their role, and the supervisory styles they adopt, have a significant impact on how student teachers experience the practicum.

Castillo (1971) notes that the cooperating teachers' viewpoints about the nature of student teaching could influence their performance. He continues:

> If they view student teaching as a form of apprenticeship, then they will be inclined to consider themselves as master teachers and their tendency will be to encourage the student teachers to imitate the classroom routines or the teaching prac-

> tices which they believe to be effective. On the other hand, if they look upon student teaching as a laboratory experience for student teachers, they will tend to stress the creative application of fundamental principles, the analyses of generalizations, and the continuous exploration of new teaching techniques (p. 71).

Based on the results of this study, a relationship that is collegial, that is, one where the cooperating teacher and the student teacher work together with the student gradually assuming more and more instructional responsibility, may create a more positive and less stressful experience than one where the lines between experienced practitioner and novice are clearly drawn. In the master-apprentice situations in this study the students' *sense of* being continually scrutinized created stressful situations and exacerbated their sense of having to *perform* for the cooperating teacher. In these cases, the student teachers *felt* like students, whereas in the one "team" situation including Peter, the student teacher felt like a full-fledged teacher in the room. It is interesting to note that Peter's sense of feeling like a student only came to the fore whenever someone other than Mr. Java, his Social Science teacher, was observing him.

Because roles are associated with social positions which are hierarchically organized, one could assume a certain power relationship to be evident as was the case in this study. As indicated earlier, given their positions of authority, the cooperating teachers did have a significant influence in terms of how they related to the student teachers and whether or not they performed according to the student teachers' expectations. The cooperating teachers' message was that they had nothing to lose in the end but if the student teachers wanted to complete the practicum successfully, then they had to adhere to the cooperating teachers' agenda. The student teachers who knew this well and had no choice did precisely that throughout the nine week practicum.

Hutton (1992), who reports on the power relationship between the principals and assistant principals, quotes one of his participants as saying "in your position as assistant principal you feel like being a principal without having any power" (p.41). The same could be applied to the student teacher working under a cooperating teacher in the practicum setting when it comes to the question of who was in the position of power and authority. There were numerous times when the three student teachers in this study expressed uncertainty about their positions in the school. It was clear that as student teachers, Peter, Daniel and Chris all felt like they had the responsibilities of teachers without having any power.

Implications for Teacher Education

The implications for teacher education in Papua New Guinea will be discussed in terms of four concepts of collaboration, reflection, the use of journals and the empathic kinds of relationships.

Many of the existing problems discussed in the preceding pages, including the planning, organization and implementation of the practicums, are largely due to misunderstanding among the parties involved or the lack of empowerment. It is worth noting that some of the issues discussed like that of student teacher anxiety about supervision and assessment, and cooperating teachers' role conflict between the helper and assessor roles may seem very difficult to solve. However, for those that can be solved, at least to some extent, one needs to consider seriously the need for closer liaison between the teacher education institutions and the schools in order to facilitate the education programs, particularly that of teaching practice. This is very important as it will enable the student teachers to work hand in hand with the staff in the school, and the senior and experienced teachers can assist them in their teaching methods in the classroom.

The problem with the teacher education institutions in Papua New Guinea is that the only time they come into contact with schools is when they send letters informing them of the teaching practice schedule and requesting them to take part. Thus, until now teacher education institutions and schools have been working in isolation from each other (Goodlad, 1988). Hence, the hearts and minds of Papua New Guineans involved in teacher education should now be focused towards collaborative partnerships.

Collaborative Partnerships

Clift and Say (1988) define collaboration as "the joint efforts of university faculty members and public school to design and provide opportunities to improve teaching and teacher education" (p. 2).

Collaboration between institutions and schools in teacher education is not a new idea. Many universities and schools outside of Papua New Guinea have begun to work in collaborative partnerships in teacher education. For example in many parts of Britain the co-ordination of teaching practice arrangements are no longer regarded as solely the responsibility of colleges of education alone. They are arranged in partnership by the Area Training Organisations or their 'successor' bodies with members comprising the various teaching bodies including the colleges of education and the Local Area Authority. This idea of partnership is also evident in many institutions throughout the United States and Canada.

In any discussion of partnerships in teacher education, an understanding of the various important roles which individuals and groups may play is necessary. These roles are important for all to understand and the failure to communicate and understand one another's roles may be a major reason for a breakdown in any partnership arrangement (Tams, 1991).

The practicum as experienced by the participants in this study was a kind of cooperation in the traditional preservice model (Clift & Say, 1988) where the school and the university established agreements that provided the field site for the three student teachers to observe, assist in classroom activities and teach under the guidance and supervision of their cooperating teachers. However, a partnership model involves a different planning to that of the traditional model.

Borys, Taylor and Larocque (1991) summarize the problems with the traditional model of practicum as follows:

> when the practicum assumes an apprenticeship model and operates as a process of socialization to the prevailing culture of teaching, there is a marked tendency to immerse prospective teachers in an environment which promotes isolationism, individualism (rather than collaboration), pattern maintenance, behavioural uniformity, uncritical acceptance of the status quo, survival-oriented concerns, and a utilitarian approach to teaching such that primacy is given to that which "works" as solutions to "here-and-now" problems (p.5).

The implications of the above are profound for all aspects of teacher education but in particular for the practicum. As Salzillo and Van Fleet (1977) have pointed out, "when student teaching is allowed to become simply an exercise in adapting new personnel into old patterns .... teacher education institutions are, at least partially, defeating their own purposes" (p. 28).

Guyton and McIntyre (1990) in this regard state that "there is no agreed-upon definition of the purpose and goals of school experiences or student teaching and that much variety exists in the ways these experiences are conceptualized, organized and actually implemented, even within the same institution" (p. 514).

The intent of collaborative relationships, in other words, is to establish a symbiotic relationship among teachers, school administrators and teacher educators with the intent of improving substantially the quality of teacher education as well as the quality of learning in schools (Goodlad, 1988). In essence, the primary purpose of such partnerships according to Borys, Taylor and Larocque is to "learn from one another to do better what we already do. Hence, through this special relationship both partners' needs are served" (p. 15). Borys and her colleagues continue:

> if the ultimate goal is to prepare future teachers who are not only proficient instructors but also reflective, collegial, experimental and inquiry-oriented, then these qualities must be modeled and nurtured within the practicum settings to which these candidates are assigned. In our view, the likelihood of this happening increases significantly when the design and implementation of field experiences are collaborative undertakings involving university personnel, school administrators and their teaching staff (pp. 16-17).

These arrangements, they continue, hold the promise of providing dynamic, organized learning experiences, not only for practicum students, but also for the teachers who engage with them in this school-based learning process. This may have implications for roles as well, certainly in developing roles that are more appropriate among the participants. In particular, the isolated, insular learning environment that typifies the conventional practicum is replaced by one which demonstrates to prospective teachers that reflective practice and autonomous decision making are greatly enhanced when collegiality, collaboration and experimentation are the norms governing teaching behaviour. The results of this collaborative effort may pay off well for all the parties involved.

Smith and Auger state, that "Collaborating groups in teacher education partnerships need to feel that each has gained something from the joint effort" (p. 6). Student teachers feel that they have "hands on" experience from the classroom in which they can utilize the techniques they have learned. In addition they can evaluate what works and what does not work with specific cases. For classroom teachers, having the opportunity to work with other professionals in an intellectually stimulating environment provides a renewal of enthusiasm and commitment to the profession (Takacs & McArdle, 1984). For the university staff, the opportunity to work in the field provides a challenging experience for excellence in teacher education. Moreover, students in the classroom of prospective teachers find their learning more stimulating to have someone new for a change (Clift & Say, 1988). Maclennan and Seadon (1988) similarly state:

> *For all parties concerned* there is an opportunity to share collaboratively the process of teaching and learning. No one party is only teaching or only learning, each will be seen to be learning from the other three parties involved, and in turn will be seen to have something to teach. In this way in addition to and beyond the more quantifiable practical advantages of closer mutual contact, the project looks for a growing understanding of the way in which teacher and learner are not fixed roles but growth lies in the interaction between teaching and learning (p. 390).

Smith and Auger (1986) indicate that the records of success in collaborative teacher education have not been conflict-free. However, according to Smith and Auger, "Successful collaborative programs are those which are able to harness the energy of potential conflict into interaction, communication, innovations, and excellence" (p. 7).

Collaborative Teacher Education and Implications for Papua New Guinea

The practicum phase of teacher education programs in Papua New Guinea seemed to be the only part that includes the schools. Phase I requires a three week teaching period for elementary and a four week period for secondary student teachers. Phase II requires six weeks for those in the elementary program and eight weeks for the secondary. Phase III requires another six to eight weeks for both the elementary and the secondary programs. During each phase of the practicum most student teachers reside in the schools in which they are placed for the whole duration of the field experience. As for the three student teachers in this study and their colleagues who go through the University of Papua New Guinea, this opportunity comes only once for nine weeks in their final year of education.

This idea of working in partnership could equally be applied in Papua New Guinea in that teacher education institutions could work out their teaching practice programs through a co-ordinating body. The tradition of institutions developing and implementing their own teacher education programs in isolation from each other should be changed. The attitude that schools are junior partners in teacher education should diminish and a satisfactory full partnership should be developed. The teacher education institutions must recognize as a primary responsibility the task of better preparing cooperating teachers to work effectively with student teachers. A quality student teaching experience cannot be provided unless the supervisor with whom the student teacher is placed is fully aware of the purpose of the practicum and of what is expected of him or her, feels qualified and has a high degree of expertise in the supervision of student teachers. As the findings of this study illustrate, none of these qualities exist in Papua New Guinea. The institutions must also place high priority on the recognition of supervising teachers as professional colleagues, and as much as possible, provide access to campus facilities and resources to the extent that these facilities are available to the regular campus staff.

If the partnership is to fulfill all expectations, cooperating schools must recognize their responsibilities and take on their role in teacher preparation. The cooperating schools can help by encouraging and participating in research related to teacher education and be open to innovations which promise to provide for continuous improvement of teaching. In addition, they should provide and encourage supervising teachers to participate in meetings, seminars and workshops related to student teaching and other types of clinical experiences. Ideally, cooperating schools should provide the college/university supervisor with adequate office space, a suitable room for seminars, space for library materials and inter-school mailing services.

There is clearly a need to rethink the goals of teacher education, specifically that of the practicum phase. The ultimate goal should be to prepare future teachers who will not only be proficient instructors but as Borys, Taylor and Larocque (1991) point out, teachers who will also be reflective, collegial, experimental and enquiry-oriented. These qualities should be modeled and nurtured within the practicum settings to which the student teachers are assigned.

Determination of Practicum Policy

While the responsibility for practicum policy may finally rest with the teacher education institution conducting the total program, it is suggested that institutions establish policy-oriented committees comprising representatives of various groups associated with the practicum. These committees should be seen as having at least two main interrelated functions -- firstly, to bring schools and teacher education programs closer together by ensuring that the former are genuinely involved in the formulation and evaluation of practicum policy, and second, to open important channels of communication between practicum participants to promote mutual understanding and good will.

In Australia, for example, a number of teacher education institutions have practicum committees which, while they do not necessarily formulate policy, monitor the implementation of policy and offer advice on its improvement (Turney et al., 1982).

The school experience or practicum committee may consist of heads of participating schools or their nominees, school liaison officers nominated by the heads of schools, cooperating teachers nominated by schools -- at least one from each participating school where applicable, student teachers nominated by the institutions and, in the case of teachers colleges, at least one student teacher from each of the first, second and third years. Also on this committee would be the

Dean of the Faculty of Education or the Principal of the teachers college or their nominees, university/college staff members (or a representative group) involved in the practicum and finally, the teaching practice co-ordinator of that institution who is to play a leading role such as chairing meetings and other administrative duties. This may all seem very idealistic, and may not work out for every institution in Papua New Guinea because of geographical factors, however, adaptations can be made to suit each particular context.

On a larger scale, a National Teacher Education Council may be formed with offices in each of the twenty provinces throughout the country. These councils may be composed of cooperating teachers, school and provincial education administrators, nominated members from the National Department of Education, Teaching Service Commission, the Papua New Guinea Teachers' Association and college and university supervisors. In general, the role and function of any teacher education council should be, first, to improve student teaching and teacher education, second, to serve in an advisory capacity to education institutions and the schools involved, third, to serve as a clearinghouse for any recommendations concerning programs or practices and finally to aid the cooperating school personnel to supervise student teachers, by providing materials and equipment to facilitate understanding.

As was mentioned earlier, while there has been a growing concern about the apparent decline in the educational standards in the country (Kenehe Report, 1987) could mean that teachers play a major role in setting these standards resulting from their initial preparation which may have a considerable impact on the teaching practice component. It is therefore very important to have members from the National Department of Education, Teaching Service Commission and the Papua New Guinea Teachers' Association on this council so that the importance of the practicum phase of the teacher education programs may be recognized not only as a university or college responsibility but as a collaborative effort by the various bodies.

The specific purposes and responsibilities of the Teacher Education Council should clearly be outlined and agreed upon by all the participants. For instance, one of these responsibilities might be to encourage, help, or sponsor provincial or area workshops or inservice activities designed to provide understanding and improved skills for those who work with student teachers. Another might be to organize and run Pre, Mid and Post practicum seminars for student teachers and cooperating teachers alike and to have these groups of people participating in discussions of major issues and concerns regarding the practicum. The purposes of these seminars would be to familiarize student teachers with a broad range of practical approaches to major classroom issues and to provide cooperating teachers with an opportunity to share their expertise and learn different ways of teaching and supervising student teachers. More importantly a goal would be to negotiate, define and clarify the roles of each participant in the practicum setting. Another important task might be to develop cooperating teacher and student teacher handbooks specifying each participant's roles and responsibilities, and other student teaching materials to ensure that prospective cooperating teachers and other school personnel have an understanding of the program and the responsibility involved.

Promoting Reflective Practice

The three student teachers in this study didn't really have any conception that they should think and make sense out of the experience, rather they were basically saying, tell me what to do and I will do it, if you don't I will grumble. Since this study found that the student teachers were just trying to do what they were told without confronting themselves in a critical examination of their beliefs, values and reflect on their practices, one of the implications is the need to look at promoting reflecting practice.

Field experiences should develop teachers who are reflective as well as proficient (Borys, Taylor & Larocque, 1991). Reflective practice has become a basic philosophy or guiding principle of preservice teacher education programs in order to promote professional growth (Calanchie, 1990). The findings of this study suggests that this is one area that needs attention in the pre-service programs in Papua New Guinea.

Grant and Zeichner (1984), among others, have noted that nonreflective teachers characteristically engage in what Dewey (1933) referred to as "routine action". In other words, their "behaviour .... is guided by impulse, tradition, and authority" and they accept uncritically the "taken-for-granted definition of everyday reality in which problems, goals, and the means for their solution become defined in particular ways" (Grant & Zeichner, 1984, p.4). Indeed, they envision no alternatives to this everyday reality. Accordingly, they adopt a technocratic orientation, a preoccupation with methodology in the pursuit of means to solving problems and attaining goals which are defined by others. Not surprisingly, "they tend to forget the purposes and ends toward which they are working" (p. 4).

In contrast, reflective teachers are said to be teachers who subject beliefs and practices to careful scrutiny, rigorously examining their underlying rationale and contemplating seriously their probable consequences. In particular, they "actively reflect upon their teaching and upon the educational, social and political contexts in which their teaching is embedded" (Grant & Zeichner, 1984, p. 4). In other words, reflective teachers seek to understand the nature and purposes of schooling in relation to the broader societal context, for such insight underpins the decisions they make in the course of their daily work (Edmundson 1990, p. 718).

The development of reflective teachers is a systematic process that must begin at the preservice stage of teacher education. As Edmundson (1990) comments:

> The skills and habits of reflection and inquiry should be deliberatively taught, consistently nurtured, and rigorously applied. Students should receive assistance in learning to tolerate ambiguity and in seeing the greater benefits of knowing how to solve problems rather than knowing a finite number of solutions to specific problems (p. 722).

The development of reflective beginning teachers who also possess decision-making skills is best facilitated when all components of teacher preparation programs are designed with a view to achieving these ends, and the practicum component is no exception. Indeed, given the unparalleled opportunities it affords for students to engage in inquiry, reflection and decision making within actual school and classroom sites, field experiences are indispensible to this developmental process. In particular, it is crucial that the practicum vigorously discourages student teachers from "quickly adopting beliefs and practices of those university and school instructors with whom they work .... in the hope of securing favorable evaluations" and encourages them rather to assume a much more "active control over their education as teachers" (Grant & Zeichner, 1984, pp. 4-5) as was clearly not the case with the three student teachers in this study. What is certain is that, for this to occur widely, the apprenticeship approach to practicum must give way to a more reflective model. Guillaume and Rudney (1993) contend that one way researchers and teacher educators explore student teachers' concerns and ideologies is through practices of reflective teaching. Many researchers according to Guillaume and Rudney see value in reflective teaching as a means of improving practice. "The definition of reflection is to look back over what has been done to extract the net meanings which are the capital stock for dealing with further experience" (Guillaume & Rudney, 1993, p. 66). Guillaume and Rudney further cite the works of Schon (1987) who describes reflection-in-action "as the turning of thought back on action and the knowing which is implicit in that action" (p. 66).

Reflective practice or reflection-in-action certainly should be encouraged during the practicum in Papua New Guinea. Students should be taught to reflect, as a matter of fact this should be a major focus of the on-campus courses too. This is one area that has long been neglected by teacher educators in Papua New Guinea and student teachers have not been taught to reflect on their practices. For instance, it never occurred to the three student teachers in this study that thinking about the experiences was something that was an important part of learning. Student teachers have to make sense out of the experience and moreover, these future teachers are going to be faced in their professional lives with problematic situations and they won't necessarily have people there to tell them what to do or how to solve their problems so the university classroom is the first place to start to teach these future teachers to reflect. Promoting reflective practice would represent a change not only in what the university does but perhaps more importantly, it's a change in what the student teachers perceive that they have to do in the practicum.

In promoting reflective practice in a teacher education preparation program in Papua New Guinea, I suggest a need to stimulate practitioners to reflect through "freedom" and "empowerment". As Houston and Clift (1990) put it, "to reflect, an individual must not only be free to think but also feel empowered to think" (p. 213).

Student teaching practice that supports inquiry and problem solving may help the students, like the three in this study, define their roles as teachers and think more critically about schools (Guyton & McIntyre, 1990). This perspective can become a key ingredient of the practicum experience provided by the teacher education institutions in Papua New Guinea. Courses designed to serve this need would focus on the problem-solving techniques and experiences that characterize best practice in the classroom. As Zeichner (1983) puts it:

> The inquiry-oriented view of teacher preparation encourages student teachers to be active agents and to take a greater role in "shaping the direction of the educational environments" in which they find themselves (p. 55).

In discussing the same issue, Calanchie (1990) is of the view that consideration must also be given to the selection of cooperating teachers for this important role. Although it may be a frequent practice among administrators to select the most effective classroom teachers, it should not be assumed that these teachers make effective and reflective cooperating teachers. That the focal point of the student teacher's professional development during the practicum exists within a framework of learning to reflect about one's teaching is not questioned. However, Calanchie (1990) contends that "because collegial behaviour is the springboard for reflection it becomes critical that cooperating teachers not only have a good understanding of the art involved in reflective practice, but that they have also established a personal comfort level in making conscious underlying assumptions and intentions" (p. 86). Calanchie continues to state that it is safe to assume that if the cooperating teacher feels uncomfortable with disclosure of this nature then the extent and depth of reflective activities between these colleagues will certainly be limited. This certainly coincides with the findings of this present study. There was hardly any evidence of any reflective activities between the student teachers and their cooperating teachers. If there was any at all, it would have been between Peter and Mr. Java who had a wonderful relationship throughout the nine weeks of the practicum. Unless cooperating teachers are given the opportunity through inservice and workshop sessions to evaluate their personal value systems in this regard, they are not likely to be able to go beyond personal attitudes once they have become engaged in the practicum. What becomes critically evident as Calanchie (1990) notes is that the cooperating teachers who are limited in their personal explorations and reflections, as was the case in this study, are even further limited in channeling the analysis of teaching to the most productive limits for the student teacher. It thus seems desirable to provide all cooperating teachers in Papua New Guinea with the necessary preparation in the analysis of teaching along with supervision techniques. This preparation would be especially helpful to encourage the support for norms of experimentation and development of collegiality. In addition, if the school culture supported the norms of experimentation and collegiality it is likely to be comprised of teachers who would be willing to analyze rigorously both their own practices and those of others. These teachers with little doubt would make effective cooperating teachers. Within the school context, student teacher-cooperating teacher collaboration would serve to strengthen, not only the bonds of collegiality, understanding and appreciation of each others' roles but the improvement of teaching practice as well.

The Use of Journal as a "Reflective Tool"

One obvious method of being reflective is through the use of journal writing as was utilized in this study and was found to be very rewarding for both the researcher and the participants who took an active part in maintaining their journals.

Keeping a journal can lead to better self-understanding (Kite, 1991) and journal writing plays an important role in inquiry-oriented programs (Mills, 1990). Using journals may not only enable each participant to reflect on what he/she is doing but also provide every opportunity to communicate freely with each other if they choose to do so, as in dialogue journals, at a very personal level expressing their thoughts, fears, strengths, weakness, anxieties and so forth. All three student teachers and two of the cooperating teachers in this study kept journals, although they did not share their journals with each other.

All the participants in this study who kept journals spoke very highly of the experience apart from acknowledging the fact that it was extra work and time consuming. The participants basically wrote of their concerns, frustrations and successes in their journals.

Two factors were evident. First, although student teachers were required to keep journals, which was a fairly new idea just being introduced, none of them knew how to keep one, that is, what sorts of things to write in their journals. According to the three student teachers, there were no guidelines whatsoever, as one of them elaborates:

> These university people expect us to keep journals .... what is a journal? We've never kept these things before and where do we even start without any guidelines? (Chris).

This suggests that there is an urgent need to introduce journal writing in the introductory courses where students can be encouraged to maintain personal journals and consequently extending this to the practicum experience.

Secondly, it was also evident that the cooperating teachers, like the student teachers, were not too sure of keeping journals until after the sessions I had with them on how to keep journals. I also had sessions with the three student teachers on how to keep journals and both student teachers and cooperating teachers were provided with suggested focus questions as guidelines to give them some idea of what to write about as discussed earlier in Chapter 3. Like the student teachers, there is a need for cooperating teachers to be introduced to journal writing through seminars and workshop sessions.

If journals are to be used effectively and to bear any real meaning then I think it is worth repeating the advice of Mills (1990) as quoted earlier:

> If journals are to be used in teacher education as vehicles by which student teachers explore and learn, perhaps the most important consideration, when introducing journals, is to allow freedom for the students to write in order to meet their needs (p. 129).

The same could be said for cooperating teachers during their training workshops or seminars.

Relating particularly to the student teachers in her study, Mills (1990) notes that at the beginning, student teachers write mostly in a descriptive manner. As they proceed, the type of writing changes, their thoughts develop and evolve, and the writing becomes more introspective. As well as using journals to make connections between theory and practice, student teachers also use journals as stress releasers when the pressure builds. Discovery and learning, through the use of journals, is a process which moves through its own stages and if writers are given freedom to explore these stages, the journal can be a powerful tool in the classroom.

In order to assist student teachers to gain maximum benefit from their journals, response from another individual such as a fellow student, cooperating teacher or university supervisor is important. If the partner poses careful questions and comments as a dialogue develops, this individual is able to encourage the writer to be thoughtful and to listen to his/her "underground stream of images and recollections" (Mills, 1990, p. 130). Apart from the feeling that someone is interested in their ideas, and that they are not writing in a vacuum, student teachers are able to solve problems and receive answers to their questions through their journal partners. When the partner such as cooperating teacher or university supervisor rarely or never responds, writing in the journal may not be a useful learning activity, though the process will fulfill other needs for the writer. Therefore it is important to have regular and quick responses to keep the ideas in perspective and the conversation flowing. Consequently, dialogue in journals, should be regular and consistent in order to be the most effective.

If, as mentioned above, student teachers are given freedom in their journal writing, then journals should not be evaluated for grades. Grading in journals takes away the creativity and spontaneity of writing. If the journal is to fulfill the goal of assisting the student teacher to discover and learn, then when a mark is attached to this, freedom is lost and writers will work towards a grade rather than towards personal discovery in their writing. If, for university requirements, a mark of some sort is required, then appointing a credit/non-credit value is sufficient, and this leaves the student teacher with freedom to write spontaneously.

The danger, when writing in journals, is whether the writers will write to the readers' agenda or to their own. This is why it is essential that instructors do not impose specific topics on journal writers so that the writing will proceed in their chosen direction.

It could be difficult to know whether journal writing is the truth as the writer sees it, or if it is something written to please the reader as might have been the case with the student teachers in this study. However, if the reader such as the cooperating teacher or university supervisor works to build trust and honesty throughout the process, together with allowing freedom for the writer, then there is a good chance of success.

Promoting Empathic Relationships

The relationship of roles to empathy in this study is the way in which people act out the role rather than to describe the role itself, although the success of it may depend upon the characteristics of how they fulfill their respective roles. An empathic relationship between cooperating teachers and student teachers helps ensure that the cooperating teacher shows deeper understanding of the difficulties as well as the strengths that the student teacher is demonstrating.

Empathy is a critical component of human interaction. "Cooperating teachers tend to model for their student teachers predominantly content and pedagogical strategies, often neglecting to model effective communication skills, such as empathy, which are critical to teaching effectively" (McVea, 1992, p. 2). McVea notes that the degree of empathy which exists very early in the relationship is usually predictive of later success or lack of success of student teachers.

Cooperating teachers have a strong influence on their student teacher's self confidence, a quality indicative of future teaching success. Empathic cooperating teachers according to McVea (1992) can guide discussions about feelings and communicate openly and in a flexible way. Similarly, student teachers experiencing an empathic relationship are open and flexible in their commitment to their cooperating teachers and are able to communicate with understanding and respect, as was the case in this study between Peter and his cooperating teachers, especially his Social Science cooperating teacher, Mr. Java.

McVea (1992), in her study that focused on empathy in the practicum relationship, conducted a series of workshops for both cooperating teachers and student teachers. She notes that both groups found the sessions very rewarding. The sessions, which included how the participants perceived their own roles and responsibilities and those of significant others, provided opportunities to share concerns, frustrations, and successes. Both cooperating teachers and student teachers perceived the experience as improving their communication. McVea therefore concludes that her study shows the importance of developing an empathic relationship between cooperating teachers and student teachers in the education practicum. With a better understanding of the impact an empathic relationship has on the success of learning in the practicum, cooperating teachers can structure an experience for their students that encourages open sharing. Likewise this should be encouraged in Papua New Guinea and similar workshops could be designed for both student teachers and cooperating teachers.

McVea (1992) argues that in order for people to grow emotionally, they must first be accepted as they are. Cooperating teachers who are accepting of student teachers, who feel the student teachers are worthy as people in their own right, and who think the student teachers have a contribution to make, are likely to find those beliefs confirmed. She continues: "If we believe that empathy is central to the learning-teaching relationship, then that belief must underlie all of our efforts. By 'getting inside another's world', perhaps we can understand that person's needs, concerns, frustrations, and successes better and thus improve the learning process" (p.6). Therefore it seems reasonable to suggest that a program focusing on active listening and empathic responding could be made available to cooperating teachers in Papua New Guinea prior to their taking student teachers. The program could ideally be implemented during the National Inservice Training and Provincial Inservice Training weeks that are held every year where teachers throughout the country are involved, and when university and college personnel (where applicable) who are engaged in the practicum programs throughout the country should be conducting these sessions or taking them.

As well, teacher education institutions should include in their respective programs learning activities that are specifically designed for interpersonal relationships in the student teacher and cooperating teacher roles. Kalekin-Fishman and Kornfeld (1992) support this and state:

> Our data show that it is not enough for lecturers in methodology to emphasize professional skills exclusively in order to improve the practice teaching experience. The capacity for establishing human relationships suitable to the needs that arise in the school situation is of central importance as well. The role partners' constructs of what makes for success in practice teaching indicate that judgements of the performance of both students and cooperating teachers are likely to be highly coloured by the preliminary perceptions that

> the student teacher and the cooperating teacher have of the relevant roles. Therefore, the training program should be designed to include preparation for interpersonal relationships in these roles (p. 160).

According to Kalekin-Fishman and Kornfeld, monitoring the relationship between the student teacher and the cooperating teacher by the student, the cooperating teacher, and the lecturer in methodology is then crucial to a fair evaluation of the experience.

Implications for Further Research

Further research must be made to obtain increased understanding of the role relationships of cooperating teachers and student teachers in the practicum and to enable these two groups of participants to become more aware of their mutual roles and perhaps to re-develop those roles within the practicum setting. Hence, there is a need to replicate this study by involving student teachers and cooperating teachers in other school settings. Only one urban school was included in this study. Further studies can, therefore, include schools from the rural and suburban settings. The findings would indicate similarities or differences in regard to the relationship of the roles as perceived by the student teachers and cooperating teachers in their respective school settings.

Role theory clearly needs to be explored in a variety of contexts to increase our understanding of the explanatory aspects of that particular theory. Moreover, it may also increase our understanding of the personalities of particular individuals and the contexts in which they work, as all these factors may affect their understanding of how they perceive their own roles and the roles of those with whom they interact. As well, the impact of reflective practice on role perception may be of interest in future research.

Anderson, Major and Mitchell (1992) interestingly note that many individuals like things planned in advance, specifics identified, and few exceptions made to the rules. Such people, they say, should probably avoid working with student teachers. What is needed when working with student teachers is flexibility, understanding, and a degree of empathy for those who are about to make mistakes. Those who work with student teachers need to know, continue Anderson, Major and Mitchell, that their proteges are in the process of learning the profession and, as such, will make errors in judgement and mistakes in management, and will even fail to use suggestions offered by cooperating teachers and university supervisors. University supervisors and cooperating teachers need to recall their own student teaching experiences and keep in mind the frustrations, overreactions, and even the regrettable things that happened. All those not only involved in the practicum, but in the course designs and teachings of both preservice and inservice should bear the above thoughts in mind when performing their respective duties.

Finally, there is much need for collaborative partnerships in teacher education programs in Papua New Guinea. While it may not be possible to include every school and teacher education institution, there is room for some involvement of schools and institutions, especially those within travelling distance from each other.

Looking Back

In the discussion that follows, I wish to reflect briefly on two areas: the research process itself, and the influence which this study has had on my thoughts as a teacher educator and about teacher education in general in Papua New Guinea.

The Research Process

The description of reality from the point of view of the "insider" requires a research process which is structured from the "emic" or "insider's" view.

> According to this view, cultural behavior should always be studied and categorized in terms of the "inside-view" -- the actor's definition -- of human events (Tardif, 1984, p. 195).

To this end, three student teachers and four cooperating teachers became key informants in describing the reality of the practicum as they experienced it. I attempted to bring out the insider's view of reality through the use of field research techniques which included observation and field notes, weekly journals, interviews and informal group discussions. In analyzing and reporting on the data gathered, an attempt was made to make explicit what was often implicit or tacit to the participants involved.

In looking back from the time of first contact with the participants to the final stages of data analysis after completion of the field work, many thoughts and feelings surface about the research process. Experiences of the researcher have been ones of stress, learning and personal growth.

The stressful experiences were generally related to the nature of this type of research. Zigarmi and Zigarmi (1980) identify six aspects of ethnographic-type studies which may be sources of stress for researchers: stress related to gaining and maintaining access; stress related to work overload; stress related to their degree of participation; stress derived from the need for acceptance and identity; stress related to data presentation and distribution; and the stress related to the autonomy of fieldwork and the problems of doing credible research. All of these were sources of stress for me.

There are no standardized procedures or instruments to fall back on. There are no specific questions or hypotheses to be confirmed or refuted. Although it is possible to identify the attributes of good qualitative research in education, there is no one right way of defining and approaching the problem or of collecting and analyzing the data

(Bogdan & Biklen, 1992).

I had initial feelings of doubt and insecurity: "What happens if the information I gather is meaningless?" "Will I ever get enough information, and how will I know that?" "What do I do if no overriding patterns or themes emerge from the data?" As well, I was always confronted with methodological considerations: "What happens if some of the participants suddenly decide to quit?" "Are the participants giving me 'authentic' information?" "How are my biases influencing what I am seeing and recording?"

In the early stages of data collection, I was often unsure as to what to observe and what questions to ask. I had to learn to trust the informants to give me the information that would allow for further questioning and probing.

In the later stages of the research process, the overriding concern was related to the organization of the data. Faced with many pages of written material obtained from the transcribed interview sessions, weekly journals, my observations and my own field notes, I was faced with the task of making sense of the mass of data. As the final stages of data analysis came to a close, I was beset with problems of how to report the data. Just how to present a description which would provide a complete picture of the two groups of participants being studied.

Notwithstanding the stress that accompanied this type of study, the experience was very worthwhile and satisfying. When attempting to get at cultural meanings held by participants in a particular social setting, researchers become learners and participants become teachers. Involvement in this type of research proved to be a learning experience for me and for the informants. As both groups of participants became more at ease with me, they were eager to share confidences and to describe their experiences of their own worlds. They became the "knowledgeable ones". The qualitative research approach used in this study allowed for an in-depth understanding of the practicum as experienced in both student teacher and cooperating teacher roles as described by seven informants. It also was a means for personal growth by the researcher.

Inherent to this type of research is the need for the researcher to be attentive to personal feelings and actions and to their possible effect on people in the research setting and on data collection. This constant introspection involved the examination of the researcher's inner world. With this reflection came the realization that, as researcher and teacher, many underlying assumptions, values and biases were largely unexamined and taken for granted. This, to say the least, was unsettling. Tardif (1984) tells us that "the individual has to be jolted into awareness of his own perceptions, into recognition of the way in which he has constructed his own life-world" (p. 203).

This jolting of awareness generated reflection on the underlying assumptions and perceptions held by the participants regarding their own and each others' roles in the whole process of teaching and learning within the practicum setting, teacher education in general, and my role as teacher educator.

Case study researchers are always plagued with questions about whether their findings apply beyond their own immediate context. The question, however, should not be one of whether what I have found applies to all other education students and practicing teachers, but whether there is anything to be learned about teacher education from a study of a few student teachers and cooperating teachers. MacKinnon (1987) provides one possible answer:

> The notion that unless a cultural phenomenon is empirically universal it cannot reflect anything about the nature of man is about as logical as the notion that because sickle-cell anemia is, fortunately, not universal, it cannot tell us anything about human genetic processes (p. 339).

I have undertaken this study assuming that human behavior is context-dependent. This is isn't to say that every episode of interaction is so unique as not to bear similarity to other situations in other places. But, if we wish to gain a fair appreciation of human experience, we need to understand it in the situations in which it occurs.

Thus, I believe that for all the possible drawbacks, I have been able to provide a deeper look into the practicum as experienced in both the student teacher and the cooperating teacher roles as they participated in the teaching practice aspect of the preservice teacher preparation than traditional research designs would have allowed in Papua New Guinea.

Teacher Education

Teacher education institutions and schools alike should be re-examining their approaches to the preservice and inservice experiences of teachers. The literature clearly states that the practicum is the single most important part of teacher preparation and development. This being the case, it is incumbent upon teacher educators in Papua New Guinea to ensure that a quality practicum experience is provided for student teachers by knowledgeable and sensitive cooperating teachers. An empathic relationship between cooperating teacher and student teacher is critical to this learning experience.

The problem with the present model, as I see it, is the difference between what the programs are intended to accomplish and what students may actually be learning while they are in the schools. There is little doubt that the practicum programs are designed on an apprenticeship model, where a novice is sent to the field to observe and learn from an experienced practitioner. In fact, Salzillo and Van Fleet (1977) challenge that "no study has shown conclusively that student teaching has any unique educational component other than assimilation" (p. 344). Cruickshank and Armaline (1986) list a number of specific purposes of practice teaching which include offering an opportunity for prospective teachers to receive feedback on their performance, adding meaning and realism to preservice preparation, providing an opportunity for novices to gauge whether they've selected the appropriate career, and affording an opportunity for student teachers to learn the "elements of a profession" (p. 36). But if the experienced practitioners are practicing a style of teaching that does not conform to current pedagogical thinking, or if their practices are at odds with the philosophy of university-based instruction, if any exist, then the value of the practicum is questionable.

If teacher educators in Papua New Guinea accept that the dominant purpose of a practicum is to socialize prospective teachers uncritically into their profession, I suggest that it is ill-placed in their teacher education programs. Goodlad (1984) adopts a similar position:

> The success of professional preparation, it seems to me, depends on the degree to which programs are able to separate beginners from the primitive or outworn techniques of their predecessors. If we were to set out to provide the most advanced preparation for future doctors, surely we would not intern them with those whose solution to every illness is blood-letting (p. 316).

The experiences associated with carrying out this study led me to reflect on my role as teacher educator. The study became a mirror in which I could see reflections of self. Underlying taken-for-granted assumptions, beliefs and values which had rarely been questioned surfaced. There was a realization that the research act is based to a large extent on personal knowledge. The understanding acquired from having attempted to understand reality from the vantage point of another is a personal understanding.

> Information may be public, but each human makes sense of it in a different way. Threads may be common, but people weave their unique fabrics ... (Tardif 1984, p.220).

Reflecting upon one's reflections led to the following concerns:

- How do I address the issue of roles and role relationships within the practicum settings in my teaching?
- How do I promote and establish empathic relationship at both the individual and the institutional level to improve the quality of teacher education?
- How do I promote collaborative partnership in the teacher education programs?
- How do I encourage prospective and serving teachers alike to confront themselves in a critical examination of their beliefs, values and reflect on their practices?
- What are the general expectations and beliefs held about teaching in the Papua New Guinean culture?

To some of these questions, no answers could be given -- only further questions. Though the reflective process did not provide definitive answers, it did generate a new awareness and further insights. The dialogue with self which arose through confrontation and examination of these fundamental questions will engender a personal move to consider alternative ways of looking at the teacher-learner relationship in teacher education courses for which I will be responsible.

A gap clearly exists between the classroom practice of teachers and their theoretical knowledge base. In order to bridge this gap it is necessary for both teacher education institutions and schools to collaborate to meet the challenge of providing classroom teachers with professional development activities that are relevant to their classroom practice yet continue to build their professional knowledge base. By linking teachers in the field with researchers at the university the knowledge and practice base of teaching can further evolve. Thus, the practicum can be further strengthened. In a sense what is being advocated is a form of institutional empathy. That is, an empathic relationship needs to be established at both the individual and the institutional level to improve the quality of teacher education in Papua New Guinea.

The importance of providing a successful practicum experience for student teachers as well as satisfying the learning and teaching needs of cooperating teachers must be understood if changes in our present teacher preparation programs are to occur. The parallel of effective teachers and learners with cooperating teachers and student teachers in the practicum is not lost, if we as teacher educators strive to ensure that benefits should emerge for both cooperating teachers and student teachers. By understanding how both groups perceive their own and each others' roles and by recognizing the importance of empathy to the relationship between student teachers and cooperating teachers, teacher educators in Papua New Guinea may be better prepared to provide strategies that will enhance the development of all teachers.

Having completed this investigation, I realize that this study is not an end in itself but an inquiry which suggests more exploration of the practicum as experienced in the student teacher and cooperating teacher roles in Papua New Guinea.

BIBLIOGRAPHY

Applegate, J.H. (1985). Early field experiences: Recurring dilemmas. Journal of Teacher Education, 36(6), 60-64.

Applegate, J.H. & Lasley, T. (1982). Cooperating teachers' problems with preservice field experience students. Journal of Teacher Education, 33(2), 15-19.

Anderson, D.J., Major, R.L., & Mitchell, R.R. (1992). Teacher supervision that works. A guide for university supervisors. Praeger Publishers, New York.

Avalos, B. (1989). Characteristics and problems of the practice teaching component in college training. Teacher Education Research Project, Unit 3, Papua New Guinea: Research and Education Unit, Department of Education.

Avalos, B. (1991). Approaches to teacher education: Initial teacher training. Commonwealth Secretariat, Marlborough House, London.

Bain, C. (1991). Student teaching triads: Perceptions of participant roles. Paper presented at the Annual Meeting of the Rocky Mountain Educational Association (Eric Ed 338 620).

Balch, P.M., & Balch, P.E. (1987). The cooperating teacher: A practical approach for the supervision of student teachers. University Press of America.

Barrington, E.T. (Ed) (1976). Papua New Guinea education. Oxford: Oxford University Press.

Barrows, L. (1979). Power relationships in the student teaching triad, Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco.

Bessai, F., & Edmonds, E. (1977). Student opinions of student teaching: A Canadian Survey. The Canadian Education Association, Toronto.

Blakey, J., & Everett-Turner, L. (1993). A school-university practicum partnership. Paper presented at the Westcast 1993 conference. Vancouver, British Columbia, March 3-6.

Blumberg, A. (1980). Supervisors and teachers. A private cold war. Berkeley, CA: McCutchan.

Bogdan, R.C. & Biklen, S.K. (1992). Qualitative research for education: An introduction to theory and methods (2nd ed.). Boston, Allyn and Bacon, Inc.

Borg, W.R., & Gall, M.D. (1989). Educational research: An introduction, 5th ed., New York, Longman.

Borys, A. Taylor, G., & Larocque, L. (1991). Reforming teacher education: Toward an alternative model of practicum. A paper presented for the 1991 CATE Preconference. Queen's University, May 31 - June 1.

Boudreau, P. (1993). Supervising a student teacher as defined by cooperating teachers. Paper presented at the Westcast 1993 conference. Vancouver, British Columbia, March 3-6.

Briggs, L.D., & Richardson, W.D. (1992). Causes and sources of student concerns for student teaching problems. College Student Journal, 26(2), 268-272.

Brown, J.A., et al. (1986). Principal practicum participants: Analysis of role perceptions. Paper presented at the Annual Meeting of the Canadian Society for the Study of Education. Winnipeg, Manitoba (Eric Ed 272 476).

Burstein, N.D. (1992). The transition into teaching and supervision of student teachers: Implications for enhancing student teaching experiences. Teacher Education Quarterly, 19(4), 5-18.

Calanchie, D.A. (1990). Mentor-teacher relationships: Perspectives from a student teaching project. Unpublished Med thesis. University of Alberta.

Calderhead, J., & Robinson, M. (1991). Images of teaching: Student teachers' early conceptions of classroom practice. Teaching & Teacher Education, 7(1), 1-8.

Campbell, L.P., & Williamson, J.A. (1983). Supervising the student teacher: What is really involved? NASSP Bulletin, 67(465), 77-79.

Castillo, J.B. (1971). The role expectations of cooperating teachers as viewed by student teachers, college supervisors, and cooperating teachers. Unpublished Doctoral Thesis. University Microfilms, A Xerox Company, Ann Arbor, Michigan.

Ciampa, B.J. (1975). Working with student teachers. J. Weston Walch, Publisher.

Clark, A. (1991). Student-teacher reflection in the practicum setting: The case of Sally. Paper presented at the annual conference of the Western Canadian Association for Student Teaching. Regina, Saskatchewan, February, 20-23.

Clift, T.R., & Say, M. (1988). Teacher education: Collaboration or conflict? Journal of Teacher Education, 39(3), 2-7.

Clouse, R.W. (1989). A review of educational role theory. A teaching guide for administrative theory. Peabody College, Vanderbilt University. Nashville (Eric Ed 314 824).

Cochran-Smith, M. (1991). Reinventing student teaching. Journal of Teacher Education, 42(2), 104-118.

Combs, A.W. (1988). New assumptions for educational reform. Educational Leadership, 32(3), 19-23.

Copas, E.M. (1984). Critical requirements for cooperating teachers. Journal of Teacher Education, 35(6), 49-54.

Cope, E.C. (1973). School experience and student learning. In D.E. Lomax (Ed.), The education of teachers in Britain. London: Wiley.

Copeland, W. (1989). "Technology-mediated laboratory experiences and the development of clinical reasoning in novice teachers". Journal of Teacher Education, 40(4), 10-17.

Corbett, H.D. (1990). On the meaning of restructuring. Philadelphia, Pa. Research for better schools, Inc. (Eric Ed 321 397).

Cruickshank, D.R. & Armaline, W.D. (1986). Field experiences in teacher education: Considerations and recommendations. Journal of Teacher Education, 37(3), 34-40.

Deleff, A. (1966). The role of the cooperating teacher. Unpublished Masters thesis, University of Alberta.

Denzin, N.K. (1970). The research act: A theoretical introduction to sociological methods. Chicago, Aldine Publishing Company.

Department of Education. (1992). Teaching practice handbook. Faculty of Education, University of Papua New Guinea.

Dyke, K.V., Wiens, L.M., & McCullough, J.D. (1993). Students' perspectives on teacher preparation. Paper presented at the Westcast 1993 conference. Vancouver, British Columbia, March 3-6.

Edmundson, P.J. (1990). A normative look at the curriculum in teacher education. Phi Delta Kappan, 71(9), 717-722.

Everett-turner, L.E. (1985). Towards understanding the lived world of three beginning teachers of young children. The Alberta Journal of Educational Research. 31(4), 306-320.

Everton, T., & Impey, G. (Eds.) (1989). It-Inset: Partnership in training - The Leicestershire experience. London, David Fulton Publishers.

Fennel, H.A. (1992). Preparing students for internship: Could we do more? In Kozey, L.M., & Krentz, C.D. (Eds.), Westcast proceedings '91 : Continuing to learn together: Accomplishments and challenges. Faculty of Education, University of Regina.

Field Experiences (1992/93). Elementary, Secondary, Industrial and Vocational Routes. Faculty of Education, University of Alberta.

Field Experiences (1992/93). Industrial Arts and Vocational Education Routes. Faculty of Education, University of Alberta.

Fields, G. (1988). A Field Approach to Improving Teacher Supervisory Skills. Action in Teacher Education, 10(2), 43-53.

Fish, D. (1989). Learning through practice in initial teacher training. London, Kogan Page.

Foster, M.A. (1989). The cooperating teacher as instructor. Unpublished Masters thesis, University of Alberta.

Frye, H. (1988). The Principal's Role in Teacher Preparation. Journal of Teacher Education, 34(6), 54-58.

Fulwiler, T. (Ed.) (1987). The journal book. Boynton/Cook Publishers/Heinemann.

Gallemore, S.L. (1981). Perceptions about the objectives of student teaching. Research Quarterly for Exercise and Sport, 52(2), 180-190.

Garland, C.B. (1965). An exploration of role expectations for student teachers: Views of prospective student teachers, cooperating teachers and college supervisors. Dissertation Abstracts, 26, 1497-1498, University Microfilms, No. 65-8557.

Garland, C.B. (1982). Guiding clinical experiences in teacher education, New York: Longman Inc.

Garland, C.B., & Shippy, V. (1991). Improving the student teaching context: A research-based program for cooperating teachers. Action in Teacher Education, 13(1), 37-41.

Garner, A.E. (1973). Role expectations for cooperating teachers. Journal of Business Education, 48(8), 347-348.

Getzels, J.W., & Guba, E.G. (1955). The structure of roles and role conflict in the teaching situation. Journal of Educational Sociology, 29, 30-40.

Goodlad, J. (1984). A place called school. New York, McGraw-Hill.

Goodlad, J.I. (1987). Schools and universities can - and must work together. Principal, 67(1), 9-15.

Goodlad, J.I. (1988). The national network for educational renewal: Past, present, future. Occasional Paper No. 7 Center for Educational Renewal. Seattle: College of Education, University of Washington, 1988.

Grabstas, K.A. (1988). The role of the consultant. Unpublished Med thesis. University of Alberta.

Grant, C.A. & Zeichner, K.M. (1984). On becoming a reflective teacher. In C.A. Grant (Ed.), Preparing for reflective teaching. Boston, MA: Allyn and Bacon.

Grimmett, P.P., & Ratzlaff, H.C. (1986). Expectations for the cooperating teacher role. Journal of Teacher Education, 37(6), 41-50.

Guba, E.G. (1981). Naturalistic inquiry. Improving Human Performance Quarterly, 8(4), 268-276.

Guillaume, A.M., & Rudney, G.L. (1993). Student teachers' growth toward independence: An analysis of their changing concerns. Teaching and Teacher Education, 9(1), 65-80.

Gutek, G.L. (1988). Philosophical and ideological perspectives on education. Englewood Cliffs, NJ: Prentice Hall.

Guyton, E., & McIntyre, D.J. (1990). Student teaching and school experiences. In Houston, W.R. (Ed.), Handbook of research on teacher education: A project of the association of teacher educators. New York, Macmillian Publishing Company.

Haberman, M., & Harris, P. (1982). State requirements for cooperating teachers. Journal of Teacher Education, 33(3), 45-47.

Hall, P.M. (1980). The role of the faculty consultant. Unpublished Masters thesis, University of Alberta.

Henry, M.A. & Beasley, W.W. (1989). Supervising student teachers the professional way: A guide for cooperating teachers. 4th ed., Indiana, Sycamore Press.

Hicks, P. (1969). Changing the role of the cooperating teacher. Journal of Teacher Education, 20(2), 153-157.

Hise, J. (1989). Four ways the cooperating teacher can help. Arizona English Bulletin.

Hodges, C. (1982). Implementing methods: If you can't blame the cooperating teacher who can you blame? Journal of Teacher Education, 33(6), 25-29.

Hoover, N.L., O'Shea, L.J., & Carroll, R.G. (1988). The supervisor-intern relationship and effective interpersonal communication skills. Journal of Teacher Education, 34(2), 22-27.

Hopkins, B. (1987). A study evaluating the effectiveness of a preservice seminar for cooperating teachers. Unpublished Masters thesis, University of Alberta.

Horowitz, M. (1965). Role relationships in student teaching setting, Unpublished Doctoral Dissertation, Stanford University.

Horowitz, M. (1967). Role Theory: One model for investigating the student teaching process. McGill Journal of Education, 3(2), 38-44.

Horowitz, M. (1968). Student teaching experiences and attitudes of student teaching. The Journal of Teacher Education, 3(2), 317-324.

Houston, W.R. & Clift, R.T. (1990). The potential for research contributions to reflective practice. In R.T. Clift, W.R. Houston, & M.C. Pugach (Eds.), Encouraging reflective practice in education: An analysis of issues and programs (pp. 208-222). New York: Teachers College Press, Columbia University.

Hutchinson, S.A. (1988). Education and grounded theory. In Sherman, R.R. & Webb, R.B. (Eds.), Qualitative research in education: Focus and methods. The Falmer Press.

Hutton, C.G. (1992). The roles of elementary assistant principals. Unpublished Masters thesis, University of Alberta.

Jacknicke, K.G. & Samiroden, W.D. (1991). Some perceptions of an internship program. The Alberta Journal of Educational Research, 37(2), 99-118.

Jackson, P.W. (1968). Life in Classrooms. Holt, Rinehart and Winston, Inc.

Janesick, V.J. (1981). Using a journal to develop reflection and evaluation options in the classroom. A paper prepared for the conference on "Reading in classrooms: New ways of looking. Empire State Plaza. Albany, NY.

Johnson, J.S. (1977). The student teacher as self: OR, how am I doing? Kappa Delta Pi Record, 13(3), 70-72.

Joly, L. (1992). Teaching is leading. Unpublished Masters thesis. University of Alberta.

Kagan, D.M. (1992). Professional growth among preservice and beginning teachers. Review of Educational Research, 62(2), 129-169.

Kalekin-Fishman, D., & Kornfeld, G. (1991). Construing roles: Cooperating teachers and student teachers in TEFL: An Israeli study. Journal of Education for Teaching, 17(2), 151-162.

Karmos, A.H., & Jacko, C.M. (1977). The role of significant others during the student teaching experience. Journal of Teacher Education, 28(5), 51-55.

Katz, L.G. (1986). Conflicting demands in the role of supervisor of teaching practice. Paper presented at the Conference on Teaching Practice and Supervision in Primary Schools. Cheltenham, England (Eric Ed 272 472).

Katz, L.G., & Raths, J. (1992). Six dilemmas in teacher education. Journal of Teacher Education, 43(5), 376-385.

Kenehe Report (1981). In search of standards. Report of the Committee of Enquiry into Educational Standards. Hebamo Press.

Kerlinger, F. (1973). Foundations of behavioral research. New York: Holt, Rinehart and Winston, Inc.

Kite, J. (1991). Dear diary. TWA Ambassador, January.

Koerner, M.E. (1992). The cooperating teacher: An ambivalent participant in student teaching. Journal of Teacher Education, 43(1), 46-56.

Korinek, L. (1989). Teacher preferences for training and compensation for field supervision. Journal of Teacher Education, 40(6), 46-51.

Lasley, T.J., & Applegate, J.H. (1985). Problems of early field experience students of teaching. Teaching & Teacher Education, 1(3), 221-227.

LeCompte, M.D., & Goetz, J.P. (1982). Problems of reliability and validity in ethnographic research. Review of Educational Research, 52(1), 31-55.

Lipke, B.S. (1979). Give your student teachers a break. Journal of Teacher Education, 30(2), 31-34.

Lincoln, Y.S., & Guba, E.G. (1985). Naturalistic inquiry. Beverly Hills, Sage Publications.

Linton, R. (1949). The culture background of personality, New York: D. Appleton-Century.

Lipton, A., & Lessor, E. (1978). Teacher training at Stony Brook: A model for conflict, Journal of Teacher Education, 29(6), 57-60.

Lortie, D.C. (1975). School teacher: A sociological study. Chicago, the University of Chicago Press.

Love, J., & Swain, M. (1980). Success in practicum programs: Student teacher perceptions. Australia, University of Armidale.

MacKinnon, J.D. (1987). Early childhood teacher education: Contextualizing and interpreting the student teaching experience. Unpublished Doctoral thesis. University of Alberta.

MacKinnon, J.D. (1989). Living with conformity in student teaching. The Alberta Journal of Educational Research, 35(1), 2-19.

MacKinnon, J.D. (1989). Relationships in the student teaching triad: Through the eyes of four student teachers. Paper presented to the Annual Meeting of the Canadian Society for the Study of Education. Laval University, Quebec, June.

Maclennan, S., & Seadon, T. (1988). What price school based work? Reflections on a school sited PGCE course. Cambridge Journal of Education, 18(3), 387-403.

Mathison, S. (1988). Why triangulate? American Educational Research Journal, 13-17.

McAteer, J.F. (1976). Student teaching supervision: Roles and routines. The Clearing House, 50, 161-165.

McCall, G.J., & Simmons, J.L. (Eds.) (1979). Issues in participation observation: A text and reader. Massachusetts, Addison-Wesley Publishing Company, Inc.

McIntyre, D.J., & Morris, W.R. (1980). Research on the student teaching triad. Contemporary Education, 51(4), 193-196.

McVea, M. (1992). Empathy and the cooperating teacher - student teacher relationship. Unpublished Masters thesis. University of Alberta.

Miles, M.B., & Huberman, A.M. (1984). Qualitative data analysis. Beverly Hills: Sage Publications.

Mills, P.A. (1990). Theory through practice: Understanding teaching through dialogue journals. Unpublished Masters thesis. University of Alberta.

Morris, J.E. & Morris, G.W. (1980). Stress in student teaching. Action in Teacher Education, 11(4), 57-62.

Neufeld, A.K. (1988). Student teachers evaluate their initial practicum experience In Eilliams R.L., & Cross, W.K. (Eds.), Teaching Learning Cooperating, West Cast '88, Proceedings of the 1988 Annual Conference of the Western Canadian Association for Student Teaching. British Columbia, University of Victoria.

Neufeld, A.K. (1992). Student teachers, cooperating teachers and faculty consultants evaluate the final practicum experience. In Kozey, L.M., & Krentz, C.D. (Eds.), Westcast proceedings '91: Continuing to learn together: Accomplishments and challenges. Faculty of Education, University of Regina.

Nias, J. (1976). School supervised practice in junior schools. Trends in Education, I.

Nias, J. (1986). Teacher socialization: The individual in the system. Deakin, Victoria (Aust.): Deakin University Press.

Olson, P.M., & Carter, K. (1989). The capabilities of cooperating teachers in USA schools for communicating knowledge about teaching. Journal of Education for Teaching. 15(2), 113-131.

Ord, J. (1990). Socialization of beginning teachers in rural Alberta. Unpublished Masters thesis. University of Alberta.

Patton, M.Q. (1992). Qualitative evaluation and research methods. Sage Publications, Inc.

Peterson, S. (1990). The consultative role of elementary principals. Unpublished Masters thesis. University of Alberta.

Pickard, G.N. (1989). Beginning teachers' expectations of the teaching profession. Unpublished Doctoral thesis. University of Alberta.

Potthoff, D. (1993). A proposed model for working with prospective cooperating teachers. In Beauchamp, L., Borys, A., Iveson, M., & McClay, J.K. (Eds.), Westcast proceedings '92: Crossroads and horizons in teacher education. Faculty of Education, University of Alberta.

Reitzammer, A.F. (1991). The cooperating teacher: Selection, training and retention. College Student Journal, 25(1), 446-450.

Richardson-Koehler, V. (1988). "Barriers to the Effective Supervision of Student Teaching: A Field Study." Journal of Teacher Education, 34(2), 28-36.

Roderick, J. (1986). "Dialogue Writing: Context for Reflecting on Self as Teacher and Researcher". Journal of Curriculum and Supervision, 1(4), 305-315.

Ross, E.W. (1988). "Becoming a Teacher: The Development of Preservice Teacher Perspectives". Action in Teacher Education, 10(2), 101-109.

Ryan, M.W. (1989). An investigation of the role expectation held among and within the groups representing each of the three members of the student teaching triad. Unpublished Doctoral thesis. University of British Columbia, Vancouver.

Salzillo, F., & VanFleet, A. (1977). Student teaching and teacher education: A sociological model for change. Journal of Teacher Education, 28(1), 27-31.

Schwebel, A. et al. (1992). The student teacher's handbook. Lawrence Erlbaum Associates, Publishers.

Sinclair, K. (1980). Sources and experience of anxiety in teaching practice. South Pacific Journal of Teacher Education, 9(1), 1-18.

Smith, S.D., & Auger, K. (1986). Conflict or cooperation? Keys to success in partnerships in teacher education. Action in Teacher Education, 7(4), 1-9.

Spradley, J.P. (1980). Participant observation, Holt, Rinehart and Winston, Inc.

Stout, C. (1982). Why cooperating teachers accept students. Journal of Teacher Education, 33(6), 22-24.

Tabachnick, B.R., & Zeichner, K. (1984). The impact of student teacher experience on the development of teacher perspectives. Journal of Teacher Education, 35(6), 28-36.

Takacs, C.P., & McArdle, R.J. (1984). Partnership for excellence: The visiting instructor program. Journal of Teacher Education, 35, 11-14.

Tams, E.L. (1991). School culture and change: The partnership schools practicum project. Unpublished Masters thesis. University of Alberta.

Tannehill, D., & Zakrajsek, D. (1988). What can you expect from your cooperating teacher? College Student Journal, 22(1), 38-41.

Tinney, R.E. (1993). Five key mentoring roles. In Beauchamp, L., Borys, A., Iveson, M., & McClay, J.K. (Eds.), Westcast proceedings '92: Crossroads and horizons in teacher education. Faculty of Education, University of

Alberta.

Tory, M. (ed.) (1991). Spiritan missionary news: Papua New Guinea, 15(2), June.

Turner, B.A. (1981). Some practical aspects of qualitative data analysis: One way of organising the cognitive processes associated with the generation of grounded theory. Quality and Quantity, 15, 225-247.

Turney, C. et al. (1982). The practicum in teacher education: Research, practice supervision. Sydney University Press.

Vander Zanden, J.W. (1979). Sociology. Fourth edition. New York, John Wiley and Sons.

Webber, C.F. (1993). Issues in the supervision of student teachers. In Beauchamp, L., Borys, A., Iveson, M., & McClay, J.K. (Eds.), Westcast proceedings '92: Crossroads and horizons in teacher education. Faculty of Education, University of Alberta.

Wildman, T. et al. (1992). Teacher mentoring: An analysis of roles, activities, and conditions. Journal of Teacher Education, 43(3), 205-213.

Wilson, S. (1977). The use of ethnographic techniques in educational research. Review of Educational Research, 47(1), 245-265.

Wiseman, J.P., & Aron, M.S. (1970). Field projects for sociology students. Massachusetts, Schenkman Publishing Company.

Yates, J.W. (1981). Student teaching in England: Results of a recent survey. Journal of Teacher Education, 32(5), 44-46.

Yee, A.H. (1968). Interpersonal relationships in the student teaching triad. Journal of Teacher Education, 19(1), 95-112.

Yee, A.H. (1969). Do cooperating teachers influence the attitudes of students? Journal of Educational Psychology, 60(4), 327-332.

Zahorik, J.A. (1988). The observing-conferencing role of the university supervisors. Journal of Teacher Education, 34(2), 9-16.

Zalokar, R., & Loguidire, T. (1982). Student teaching - a cooperative venture. JOPERD, 53, (12)81.

Zeichner, K.M. (1983). Individual and institutional factors related to the socialization of teaching. In Griffin and Hobart (Eds.). First years of teaching: What are the pertinent issues? Proceedings of a national working conference: Austin, Texas (Eric Ed 240 109).

Zeichner, K.M., & Tabachnick, B.R. (1981). Are the effects of university teacher education washed out by school experience? Journal of Teacher Education, 32(3), 7-11.

Zeichner, K.M. (1980). Myths and realities: Field-based experiences in preservice teacher education. Journal of Teacher Education, 31(6), 45-55.

Zeichner, K.M., & Core, J.M. (1990). Teacher socialization. In Houston, W.R. (Eds.), Handbook of research on teacher education: A project of the association of teacher educators. New York, Macmillan Publishing Company.

Zigarmi, D., & Zigarmi, P. (1980). A personal view of the stresses of being an ethnographer. The Journal of Classroom Interaction, 16(1), 19-24.

APPENDICES

APPENDIX A
Situational Context

Situational Context

Papua New Guinea, the second biggest non-continental island in the world, lies to the north of Australia with its three and a half million people scattered over two million square miles of land and sea. The country includes six hundred islands and has well over eight hundred languages and a variety of ethnic groups. Much of the land is extremely mountainous, with peaks rising to 15,400 feet. Road systems are few, and the country is heavily reliant upon expensive air transport (Troy, 1991).

The geography of Papua New Guinea has divided its indigenous people, who are basically Melanesian, into numerous tribal groups, diverse in appearance and in their ways of life. Many of the indigenous people speak English and Melanesian Pidgin as a second or third language. The country became independent of Australia on 16th September, 1975.

Formal education started in the late 1870s and early 1880s with the coming of missionaries. Prior to World War Two, the schooling offered was almost entirely elementary, and was provided by the missions. The schools tended to be modelled on the German, Australian or American pattern (Barington, 1976). The first secondary schools opened their doors only thirty-one years ago (1962). The educational system covers all levels of education from pre-elementary to higher education.

The System of Teacher Education

There are nine pre-service colleges and one in-service college dealing with teacher education at the elementary level. Goroka Teachers' College which was amalgamated with the University of Papua New Guinea in 1975 and the university itself are the only institutions that cater for the preparation of secondary school teachers. Teacher preparation at the elementary level consists of a three year program beyond high school. The preferred entry level for initial training is grade 12 although grade 10 applicants are still being accepted. All subjects of the curriculum are studied during the three year program. The opportunity for teaching practice is provided each year, three consecutive weeks in the first year, six weeks in the second and six to eight weeks in the final year. Successful students obtain a diploma in primary teaching. Teacher preparation at the secondary level offers a three year program for students at Goroka Teachers' College and a four year program for those at the University of Papua New Guinea beyond post secondary education. At Goroka Teachers' College the opportunity for teaching practice is provided every year; four consecutive weeks during the first year and six to eight weeks during each of the second and third years depending on funding. For the University of Papua New Guinea students, teaching practice occurs only once for ten weeks during the fourth (education) year. Students at the University of Papua New Guinea spend the first two and half years studying in the Arts and Science fields, followed by one and a half years of professional studies in education in which the first half of the final semester is devoted to teaching practice. Those who successfully complete the three year program at Goroka Teachers' College are awarded a diploma in secondary teaching, while those who successfully go through the four year program at the University of Papua New Guinea graduate with a Bachelor of Education degree.

Teaching Practice in Schools

The teaching practice component receives a very high priority in the teacher education programs in all teacher education institutions. Teaching practice is timed at mid-year to allow for immediate evaluation and feedback for all the participants. Both student teachers and college/university supervisors have an opportunity to assess themselves in their respective roles upon returning to their respective campuses. This is when debriefing sessions are held to allow both staff and students to share their experiences and discuss areas of concern. In Papua New Guinea, preliminary visits to all schools are seen as an impossible task due to the uniqueness of the country geographically and the lack of resources. It may be worth noting that for colleges and universities the academic year extends from the second week of February to the end of November while for schools it starts at the beginning of February and ends during the second week of December.

Thus, preparation for the whole teaching practice program begins in early February with a letter to selected secondary and elementary schools or community schools (as referred to in Papua New Guinea) in the country respectfully requesting their participation. Secondary schools, in particular, look for students who can teach certain subjects, however, both secondary and community schools generally look for students of a particular gender or religion because of accommodation problems or because of the type of school it may be (a church or government school). Students are allowed to indicate any particular schools in which they are interested, but if that choice conflicts with the needs of the school, another school is chosen.

To compensate for the preliminary visit, on arriving at their schools, the first week is usually given to the student teachers for observation. This is when the student teacher is able to familiarise himself/herself with the general layout, the administration and the organization of the school, its staff and students and any other characteristics within the school environment.

APPENDIX B

Letter to the Secretary for Education

The Secretary for Education
Department of Education
P S A Haus
Private Mail Bag
P.O. Boroko, NCD
Papua New Guinea

514 Row House
Michener Park
Edmonton, Alberta
T6H 4M5
CANADA
January 22, 1992

Dear Sir,

I am John-Baptist Kiruhia, a Papua New Guinean currently pursuing my Doctoral Studies here at the University of Alberta - Canada. I am on study leave from the Faculty of Education at the University of Papua New Guinea.

My research proposal, ROLE RELATIONSHIPS OF STUDENT TEACHERS AND COOPERATING TEACHERS submitted in partial fulfillment of the requirements for the degree of Doctor of Philosophy has been approved by this University. The purpose of the study is to increase our understanding of the relationship between student teacher and cooperating or supervising teacher roles in the practicum (teaching practice) and to enable student teachers and cooperating teachers to become more aware of their mutual roles within the practicum setting. The findings obtained may provide a framework useful for a guideline for both cooperating teachers and student teachers when performing their respective functions. Although much has been written about teaching practice and problems associated with it elsewhere, little or no attention has been given to this area in Papua New Guinea.

Teaching practice is considered to be one of the most vital components in any pre-service teacher training program anywhere in the world and Papua New Guinea is no exception.

This study will not only help us increase our understanding of the relationship of the student teacher and cooperating teacher roles, but will also enable student teachers and cooperating teachers to become more aware of their mutual roles within the practicum setting. None of this vital information is obtainable within the Papua New Guinea context at present. It may be of great benefit to every educator in Papua New Guinea, particularly to those involved in pre-service teacher training.

Approval of the study is the initial step. Gathering the necessary information and data becomes an important step in actually carrying on the study. Qualitative methodologies will be adopted for the purpose of this study. On-site observations, interviews, weekly conversations and journalling will be used as principal data gathering devices. The study to be conducted during this year's (1992) teaching practice from July to September will be staged at one particular school setting (preferably Gerehu High School). All the student teachers from University of Papua New Guinea placed in that school and their cooperating teachers will be requested to participate in this study.

My purpose for writing to you at this early juncture is to request your permission to work with your teachers by way of involving them in this study. I should be home in Papua New Guinea by the first of June and during the first six weeks prior to the practicum I will be mainly involved with the preparatory aspects of the research such as negotiating entry and identifying participants. This will involve meeting with student teachers, university supervisors, the Head Master and teachers of Gerehu high school and other required officials from both the University of Papua New Guinea and the National Department of Education.

I have written to the Vice Chancellor of the University of Papua New Guinea with copies to the Dean of the Faculty of Education, Head of the Education Department and the Teaching Practice Co-ordinator on the same matter requesting to work with their student teachers.

Please find attached a supporting letter from my research supervisor and chairman of the department.

Thanking you for your assistance.

Yours Sincerely,

John-Baptist Kiruhia

cc : The Teaching Service Commissioner

cc : The Assistant Secretary - Provincial Education Office, Konedobu

cc : The Headmaster - Gerehu High School

APPENDIX C

Letter to the Vice Chancellor

514 Row House
Michener Park
Edmonton, Alberta
T6H 4M5
CANADA
January 22, 1992

The Vice Chancellor
University of Papua New Guinea
P.O. Box 320
University Post Office
Papua New Guinea

Dear Sir,

My research proposal, ROLE RELATIONSHIPS OF STUDENT TEACHERS AND COOPERATING TEACHERS submitted in partial fulfillment of the requirements for the degree of Doctor of Philosophy has been approved by this University. The purpose of the study is to increase our understanding of the relationship between student teacher and cooperating or supervising teacher roles in the practicum (teaching practice) and to enable student teachers and cooperating teachers to become more aware of their mutual roles within the practicum setting. The findings obtained may provide a framework useful for a guideline for both cooperating teachers and student teachers when performing their respective functions. Although much has been written about teaching practice and problems associated with it elsewhere, little or no attention has been given to this area in Papua New Guinea.

Teaching practice is considered to be one of the most vital components in any pre-service teacher training program anywhere in the world and Papua New Guinea is no exception.

This study will not only help us increase our understanding of the relationship of the student teacher and cooperating teacher roles, but will also enable student teachers and cooperating teachers to become more aware of their mutual roles within the practicum setting. None of this vital information is obtainable within the Papua New Guinea context at present. It may be of great benefit to every educator in Papua New Guinea, particularly to those involved in pre-service teacher training.

Approval of the study is the initial step. Gathering the necessary information and data becomes an important step in actually carrying on the study. Qualitative methodologies will be adopted for the purpose of this study. On-site observations, interviews, weekly conversations and journalling will be used as principal data gathering devices. The study to be conducted during this year's (1992) teaching practice from July to September will be staged at one particular school setting (preferably Gerehu High School). All the student teachers from the University of Papua New Guinea placed in that school and their cooperating teachers will be requested to participate in this study.

My purpose for writing to you at this early juncture is to request your permission to work with your student teachers by way of involving them in this study. I should be home in Papua New Guinea by the first of June and during the first six weeks prior to the practicum I will be mainly involved with the preparatory aspects of the research such as negotiating entry and identifying participants. This will involve meeting with student teachers, university supervisors, the Head Master and teachers of Gerehu high school and other required officials from both the University of Papua New Guinea and the

National Department of Education.

I have written to the Secretary for Education with copies to the Teaching Service Commissioner, the Assistant Secretary - Provincial Education Office, Konedobu and the Headmaster of Gerehu High School on the same matter requesting to work with their teachers.

Please find attached a supporting letter from my research supervisor and chairman of the department.

Thanking you for your assistance.

Yours Sincerely,

John-Baptist Kiruhia

cc : Dean - Faculty of Education

cc : Head - Education Deptartment

cc : Teaching Practice Co-Ordinator - University of Papua New Guinea

APPENDIX D

Supporting letter from my Research Supervisor and Chairman of the Department

Department of Elementary Education
Office of the Chair
University of Alberta
Edmonton
Canada T6G 2G5

January 28, 1992

TO WHOM IT MAY CONCERN

re: John Kiruhia
Graduate Student
Department of Elementary Education
University of Alberta

John Kiruhia has successfully defended his Candidacy Examination and it is expected that he will complete his course work at the University of Alberta by April of the 1991/92 academic year. John plans to travel to Papua, New Guinea to conduct his research from June to September, 1992.

I understand that he has written to a number of officials, both from the University of Papua, New Guinea and the National Department of Education to seek permission to work with student teachers and cooperating or supervising teachers during this year's teaching practice session at a Provincial High School.

John's study is of vital importance not only in the Papua, New Guinean context but also towards teacher education as a field of study.

Every assistance that you can provide towards the completion of Mr. Kiruhia's study would be greatly appreciated.

Respectfully,

R.K. Jackson, Ph.D.
Professor and Chair

APPENDIX E

Pre-practicum interview guide for student teachers

PRE-PRACTICUM INTERVIEW GUIDE FOR STUDENT TEACHERS

1. What picture do you have in your head about what this teaching practice experience will be like?

2. Tell me a bit about how you view teaching practice? What does it mean to you or how would you define teaching practice?

3. Work through a typical teaching day and describe and explain some of the things you expect to see yourself doing.

4. How do you perceive the roles and responsibilities of your cooeprating teachers?

5. How do you perceive your own roles? What does being a student teacher mean to you?

6. Describe how you feel now, that is state any concerns or anxieties you have at this time about the practicum.

7. What events or processes do you think will create or cause problems for you in this practicum experience?

8. What events or processes do you think will be rewarding?

APPENDIX F

Pre-practicum interview guide for cooperating teachers

PRE-PRACTICUM INTERVIEW GUIDE FOR COOPERATING TEACHERS

1. How many years have you taught?

2. How many years have you had student teachers?

3. What is the total number of student teachers you have had so far?

4. Tell me a bit about how you view teaching practice? What does it mean to you or how would you define teaching practice?

5. Work through a typical day and describe and explain some of the things you would normally do, with a student teacher.

6. How do you perceive the roles and responsibilities of your student teachers?

7. How do you perceive your own roles? What does being a cooperating teacher mean to you or what does it involve?

8. Describe how you feel now, that is state any concerns or anxieties you have at this time about the practicum.

9. What events or processes do you think will create or cause problems for you in this round of teaching practice?

10. What events or processes do you think will be rewarding?

APPENDIX G

Mid-practicum interview guide for student teachers

MID-PRACTICUM INTERVIEW GUIDE FOR STUDENT TEACHERS

1. Questions/Concerns about the transcriptions. Are there things you wish to change, discuss or add to?
2. Describe how you feel at this point of time.
3. What events or issues have created problems for you?
4. What events or issues have been particularly rewarding?
5. Have your cooperating teachers been performing according to your expectations?
6. How about your own roles? How do you feel about the roles and responsibilities that you have been performing?
7. Has anything new and unexpected been imposed onto you? If so how did you go about fulfilling these roles and what are your feelings regarding these?
8. Do you see any conflicts in your roles? Describe some of these.
9. Do you see any of your roles matching with that of your cooperating teachers? Describe some of these.
10. Describe your relationship with your cooperating teachers. How have you been getting along so far?

APPENDIX H

Mid-practicum interview guide for cooperating teachers

MID-PRACTICUM INTERVIEW GUIDE FOR COOPERATING TEACHERS

1. Questions/Concerns about the transcriptions. Are there things you wish to change, discuss or add to?
2. Describe how you feel at this point of time.
3. What events or issues have created problems for you?
4. What events or issues have been particularly rewarding?
5. Have your student teachers been performing according to your expectations?
6. How about your own roles? How do you feel about the roles and responsibilities that you have been performing?
7. Has anything new and unexpected been imposed onto you? If so how did you go about fulfilling these roles and what are your feelings regarding these?
8. Do you see any conflicts in your roles? Describe some of these.
9. Do you see any of your roles matching with that of your student teachers? Describe some of these.
10. Describe your relationship with your student teachers. How have you been getting along so far?

APPENDIX I

Post-practicum interview guide for student teachers

POST-PRACTICUM INTERVIEW GUIDE FOR STUDENT TEACHERS

1. Questions/Concerns about the transcription. Are there things you wish to change, discuss or add to?
2. What turned out the way you had anticipated? What did not? Describe some significantly rewarding and down moments.
3. Having gone through this experience, how do you now perceive the roles and responsibilities of your cooperating teachers?
4. How about your own roles and responsibilities?
5. Have you noticed any changes from your initial perceptions regarding the roles and responsibilities of your cooperating teachers?
6. How about your own roles and responsibilities?
7. Describe some general concerns you have regarding the supervisory process between you and your cooperating teachers.
8. What events/processes caused you most concern in this practicum experience?
9. What events/processes were most rewarding for you in this practicum experience?
10. What part did keeping a journal play in this experience?
11. Anything you would like to add?

APPENDIX J

Post-practicum interview guide for cooperating teachers

POST-PRACTICUM INTERVIEW GUIDE FOR COOPERATING TEACHERS

1. Questions/Concerns about the transcription. Are there things you wish to change, discuss or add to?
2. What turned out the way you had anticipated? What did not? Describe some significantly rewarding and down moments.
3. Having gone through this experience, how do you now perceive the roles and responsibilities of your student teachers?
4. How about your own roles and responsibilities?
5. Have you noticed any changes from your initial perceptions regarding the roles and responsibilities of your student teachers?
6. How about your own roles and responsibilities?
7. Describe some general concerns you have regarding the supervisory process between you and your student teachers.
8. What events/processes caused you most concern in this practicum experience?
9. What events/processes were most rewarding for you in this practicum experience?
10. What part did keeping a journal play in this experience?
11. Anything you would like to add?

APPENDIX K

Suggested focus questions for weekly journal for student teachers

SUGGESTED FOCUS QUESTIONS FOR WEEKLY JOURNAL FOR STUDENT TEACHERS

1. Describe how you feel at this point of time. How did you get on (today) this week? What turned out the way you had expected? What did not? Describe some significantly rewarding and down moments.

2. State the number of times you had interacted with your cooperating teacher(s) and describe what happened during those times that you met. (Both formal and informal meetings).

3. Do you feel that your cooperating teacher(s) fulfilled his/her/their roles exceptionally well? If yes, please elaborate and give some examples. If no, what do you think could have been done to improve the situation?

4. How do you feel about the roles that you played? Were they all as you had anticipated? If yes, please elaborate and give examples. If no, how did you go about performing those unexpected roles and responsibilities imposed on you and how do you feel about this?

5. Describe your relationship with your cooperating teachers. How have you been getting along so far?

6. Have you noticed any conflicts in your roles? Describe some of these.

7. Have you noticed any of your roles matching with that of your cooperating teachers? Describe some of these.

8. Anything else (concerns/fears/anxieties) you wish to write about?

APPENDIX L

Suggested focus questions for weekly journal for cooperating teachers

SUGGESTED FOCUS QUESTIONS FOR WEEKLY JOURNAL FOR COOPERATING TEACHERS

1. Describe how you feel at this point of time. How did you get on (today) this week? What turned out the way you had expected? What did not? Describe some significantly rewarding and down moments.

2. State the number of times you had interacted with your student teacher(s) and describe what happened during those times that you met. (Both formal and informal meetings).

3. Do you feel that your student teacher(s) fulfilled his/her/their roles exceptionally well? If yes, please elaborate and give some examples. If no, what do you think could have been done to improve the situation?

4. How do you feel about the roles that you played? Were they all as you had anticipated? If yes, please elaborate and give examples. If no, how did you go about performing those unexpected roles and responsibilities imposed on you and how do you feel about this?

5. Describe your relationship with your student teachers. How have you been getting along so far?

6. Have you noticed any conflicts in your roles? Describe some of these.

7. Have you noticed any of your roles matching with that of your student teachers? Describe some of these.

8. Anything else (concerns/fears/anxieties) you wish to write about?